

THE ACADEMIC PERFORMANCE OF URBAN AND RURAL SECONDARY SCHOOL LEARNERS IN SOUTH WESTERN NIGERIA

by

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ABSTRACT

This research examined the reasons for the differences in the academic performance of school learners, and makes reference to economic, social and cultural capital theory in explaining educational imbalances in society.

Many researchers have conducted studies on the factors contributing to the academic performance of learners at various levels of schooling have been undertaken. These researchers have come to the conclusion that the academic performance of learners is affected by numerous factors, namely, gender, age, learners' schooling, family's socio-economic status, residential area of learners, the medium of instruction in schools, tuition trends, hours spent on studying on a daily basis and accommodation in hostels (Petersen, 2010:15). There is a popular saying in south-western Nigeria, that "if the parents' financial status is good, the reflection of it will show in the child". This study is focused on the academic performance of learners at the secondary school level and investigates the influence of economic, social and cultural capital on their academic performance.

This study aims to determine which factors contribute to the poor academic performance of rural secondary school learners in south-western Nigeria and then, based on the findings of the research undertaken to make recommendations regarding what could be done to improve the academic performance of these learners.

The mixed-methods approach of combining both qualitative and quantitative approaches to accomplish the aims of the research were used. The population consisted of four secondary schools, four school principals, 16 teachers, 40 parents and 120 learners.

According to the results of this research, we can see that the social, cultural and economic capital of parents is a powerful determinant with regard to motivating their children's education.

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KEY TERMS DESCRIBING THE TOPIC OF A DISSERTATION/THESIS

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URBAN LEARNERS SECONDARY SCHOOL ECONOMIC CAPITAL SOCIAL CAPITAL

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I declare that the above dissertation/thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

DATE

THE ACADEMIC PERFORMANCE OF URBAN AND RURAL SECONDARY SCHOOL LEARNERS IN SOUTH WESTERN NIGERIA

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CHAPTER 1 ORIENTATION

1.1 INTRODUCTION

This research is concerned with the reasons for the differences in the academic performance of school learners, and makes reference to economic, social and cultural capital theory in explaining educational imbalances in society. Gutman and Midgley , (2000) added that, several studies on the factors contributing to the academic performance of learners at various levels of schooling have been undertaken. Researchers have concluded that the academic performance of learners is affected by numerous factors. These include gender, age, learners' schooling, family's socio-economic status, residential area of learners, the medium of instruction in schools, tuition trends, hours spent on studying on a daily basis, and accommodation in hostels (Petersen 2010:15). "There is a popular saying in south-western Nigeria that if the parents' financial status is good, the reflection of it will show in the child". This study focused on the academic performance of learners at the secondary school level and investigates the influence of economic, social and cultural capital on their academic performance. The selected schools are the Ogbomoso High School, the Agboola Adibi High School, the Idi-Araba Community High School and the Otamokun Community High School. Ogbomoso High School and the Agboola Adibi are the urban schools and fall under the Ogbomoso South local government, while the Idi-Araba Community High School and Otamokun Community High School are rural schools and fall under the Ogo-Oluwa local government, all in the Oyo State Nigeria.

The study is theoretically underpinned by Bourdieu's framework on the impact of social, cultural and economic capital on the academic performance of secondary school learners. Bourdieu (2011:81) differentiates between the three types of capital, namely, economic capital, social capital and cultural capital. Bourdieu (2005:75-89) postulates that "economic capital stands for either money or property assets". Conversely, social capital depends on the group of people to which an individual belongs and to whom an individual is related. Cultural capital depends on the forms of knowledge, skills, education, and the status of a person's acquaintances.

The presence of economic, social and cultural capital in a child gives them higher status in the society. For instance, a child whose parent is the president of a nation has access to the corridor of power. Consequently, such a child will be held in high esteem by his/her peers. Lareau, and Horvat, (1999:37-53), stated that "parents give their children cultural capital by transferring the

attitudes and knowledge necessary to succeed in their education". In addition, Eneji, Ubom., Bassey, Eneji, Obogo and Dunnamah, (2013:7-13) indicate that "both the socio-economic status (SES) and family status have a major influence on female learners' school dropout rates". This means that notwithstanding the different programmes introduced by schools to motivate learners, social and economic capital still exert a major influence on the academic achievement of learners.

Hijazi and Naqvi (2006) argue that the "educational drawback faced by learners from rural schools can be attributed to the effect of social, cultural and economic capital". Moreover, Noble et al. (2006:349-368) indicate that the background of parents, (that is, family income, parental educational standard, parental guidance) and their occupations indirectly affect the academic success of their children at secondary school level.

Flowing from the notion of social capital, Owioye, and Yara, (2011:170) assert that learners in Nigeria, from schools in the urban areas perform better academically than their counterparts in the rural areas.. Also, Banda and Kirunda (2005:1-22) report that "learners in city schools perform better than their counterparts in the villages in Uganda". Brock-Utne (2001:115-134) cited the Ugandan government White Paper on Education Policy (Government of Uganda 1992:16) that learners in urban schools can read and write well because of their good backgrounds, the assistance of their parents through private lessons and an academically conducive situation. In addition, there is a general trend that learners at urban schools read, write and do their assignments better than learners from rural schools. In addition, past records of the West African Examination Council results from 2000 until June 2016, reveal that learners from urban schools did very well in examinations. However, the inverse is the case for their counterparts in rural schools.

Furthermore, with regard to the above-mentioned Ugandan government White Paper on the Education Policy, Penny, Ward, Read, and Bines (2008:268-285) contend that "social capital provides individuals and collectives with resources, information, and access to the various paths of socio-economic advancement".

Sunderland (2007:14) claims that "the upper echelons of social capital are connected with increased economic representation, good academic performance, a reduction in the rate of misconduct, respect for law, good governance, and a peaceful community". Looking at this from

another perspective, “the unequal social capital of learners brings about an enduring imbalance in their academic performance, which simply means that whatever a person will become in all areas of life is as the result of his/her social, economic status” (ibid).

Roscigno and Ainsworth-Darnell (1999) aver that cultural capital plays an extremely important role in the academic performance of children. They further claim that learners with high cultural capital have skills that aid their educational attainment.

Jager (2011:281) posits that “learners with good cultural capital come from privileged backgrounds and receive a better education than those from less privileged backgrounds and this brings about inequalities in the academic performance of rural and urban secondary school learners”.

Family socio-economic status, for example, the educational level, occupational status and income levels of parents enhance the socio-economic status of their children. A parent who is financially buoyant will be able to meet all the needs of his/her child both socially and academically. Moreover, “the living conditions of people that have a good economic status are good, such people are financially strong and this has a positive impact on the academic performance of such children. On the other hand, a poor socio-economic status has a negative impact on the academic performance of children” (Jeynes 2002:82).

1.2 BACKGROUND TO THE STUDY

“Studies have emphasised the importance of school as a social environment for learning” (Owoeye & Yara, 2011:170). An issue to be addressed in this research is an analysis of the factors that account for differences in learner performance in rural and urban areas. Based on the researcher’s experience as a teacher in both rural and urban communities for 13 years, he discovered that the West African Examination Council and National Examination Council examination results of urban schools’ learners were better than their counterparts in rural schools. This conclusion was drawn from the West African Examination Council Result of 1996 to 2009.

This discovery has motivated the researcher to look into the factors that could be responsible for this imbalance in the academic performance of rural and urban learners in the Ogbomoso South and Ogo Oluwa local government areas of Oyo State, Nigeria.

This study was carried out in the Ogbomoso South and Ogo Oluwa local government areas of the Oyo State in south-western Nigeria. The reason for carrying out this study in two local government areas in south-western Nigeria is the high population density in these two areas. A research sample taken from such densely populated areas will be, it is believed, valuable to extrapolate the findings to other societies.

The West African Examination Council (WAEC) and National Examination Council (NECO) provided the results of learners in these two local government areas. The results from previous years show that there is a notable difference between the rural and urban environments with regard to the academic performance in the two local governments in the Oyo State. This result was obtained from the West African Examination Council and National Examination Council results of 2009 to 2015. Therefore, the findings of this study will be of interest to other local governments in Nigeria because they also have both rural and urban societies.

In his research on the sociology of education, Wagner (1993:115) claims that the social aspect of the educational achievement of learners in rural and urban communities has been neglected, most especially with regard to their ability to read and write. Wagner opines that until now, nothing has been done to erase the imbalance in the academic performance of rural and urban performance.

Owoeye (2011:170) researched “the disparities between the educational attainments of learners in the rural and urban areas of Uganda, and discovered that the academic performance of rural learners was low when compared to their urban counterparts”. The disparities between the educational attainments of learners in rural and urban areas in Uganda are also evidenced in Nigeria and have been a major concern, especially among rural parents in Nigeria. It is, therefore, necessary to investigate the reasons for these disparities in the educational attainments of the performance and look for possible ways

of closing the gap between the educational attainments of rural and urban learners in Nigeria. This study will examine the academic performance of learners and its symbiotic relationship with their social, cultural and economic conditions.

Burnard, Trulsson and Söderman (2015:1) agree with Bourdieu's contention that "educational patterns in modern societies are structured to accept academic imbalances in the classroom". Bourdieu (2011:81) also notes that "educational structures are aided by the possession or not of cultural capital". Burnard *et al.* (2015:15) observe that "schools in urban societies are well-resourced with educational materials such as computers and overhead projectors, which enhance the teaching and learning process, while in rural societies, educational tools such as computers and projectors are not provided due to the lack of cultural and economic capital". Citizens are supposed to have equal educational opportunities, training facilities and a chance to improve their academic performance at various stages in life.

Adepoju and Oluchukwu (2011:314-333) and Owoeye (2000:836-840), hold the view that, the "disparity between the academic performance of rural and urban learners still exists and this result in the poor performance of learners in public examinations in recent years, most especially in rural schools".

This study investigates the academic performance of rural and urban secondary schools learners and focuses on social, cultural and economic capital as factors that may likely bring about an imbalance in the academic performance between the two sets of learners, namely, rural and urban learners. Over the years, the results published by the West African Examination Council (WAEC) and the National Examination Council (NECO) have indicated that there is a difference between the academic performance of learners in urban and rural communities in south-western Nigeria. Bourdieu, Horvat, McMamara, Eliot, Weinger and Annette (2003:319) report that "pupils from a lower social status lack cultural capital and their parents also find it difficult to provide everything needed, for instance, textbooks, notebooks, calculators, and rulers". Consequently, when a student lacks these materials, it becomes apparent that they start their academic endeavours at a disadvantage. Moreover, Portes (1998:1) also states that "cultural capital varies according to the social class and this is evident among the educated, especially in their ability to use academic language. Accordingly, it is difficult for a lower class pupil to succeed in the education system. He also claims that teaching will be inefficient with less privileged learners since only a very few of them are in possession of cultural capital. According to Portes (1998:1), "one of the factors that determine how socially adept a person will be is education, because if the parents of a child are educated, they will, for example, be able to assist

their children at home with their assignments”.

“Socio-economic factors with regard to education, gained popularity among other factors with educational professionals who have been contributing to the existing body of knowledge regarding the factors that influence the educational attainment of learners” (US Department of Education, 2003:466). It is important to note that a low socio-economic status results in an environmental deficit leading to the low self-esteem of learners. In addition, Coenders and Scheepers (2003:313-343) believe that “education brings about socialisation and the social status of individuals depends on their educational levels. People are categorised in a social structure in accordance with their social status”. As Teachman (1987:548-557) puts it, “the level of attainment in different occupations reflects the relevance of family backgrounds and their effect on education”.

Battle and Lewis (2002:21-35) highlight that “computer education is regarded as a priority and is also important for one’s upbringing and academic performance”. In another major study of Bourdieu, McDonough (1997:9) affirms that the “education system plays a key role in maintaining the *status quo*; he deduces this from the fact that lower-class pupils are disadvantaged in the competition for educational attainment”. However, the results of this competition are seen as meritocratic and therefore as legitimate. He also adds that social inequalities are legitimated by the educational attainment held by those in dominant positions. In addition, Saxton (2005:16) says that “a high educational status increases the level of understanding, a well-educated person might be able to think more logically, and it helps improve the quality of life”. In simple terms, the view put forward by Saxton (2005) means that the knowledge an individual possesses will reflect in whatever he is doing. However, an increase in productivity is a factor that can create a source of income and

boost the economic growth of a country. Crosnoe, Johnson, and Elder (2004:9) add that: “Educators, trainers, and researchers have long been interested in analysing facts that aid the performance of learners. The factors that affect the academic standard of learners are inside and outside the school.” The factors are learners’ factors, family factors, school factors, and peer factors. Vernon-Feagans, Hammer, Miccio and Manlove, (2001: 241-273) and Strickland (2001:32) state that “due to the financial inability of parents from rural areas, they have been unable to assist their children, and this results in learners failing to receive supportive educational assistance in their environments”. As a result, rural learners might find it difficult to acquire specific academic skills, including the ability to read and write.

Machet (2001:4) asserts that:

“Research shows that the cultural background of a child has a very significant role/impact on his or her, and on what he or she can achieve, his enablement, his worth and his behaviour towards the achievements. Most of the behaviours of a child are the reflections of their parents ideas.”

Street (2003:14) concurs with Machet (2001) that “educational exercises require the hand of educational experts to boost the morale of learners in the classroom”. Importantly, Street (2003) avers that the home background lays the foundation on which teachers/educators can build. Learners with a good foundation at home make the job easier for their educators. If, on the other hand, children do not receive a good foundation at home, the task will be more challenging for their educators. Secondly, the environmental factors of children matter as they progress through their academic careers, as it depends on how they were able to assimilate what happened when they were at the school and at home. With regard to Street’s (2003) assertion, Barton (1999:148) notes that “whatever a child experiences at home influences how he or she performs in school”. This statement has been proved to be true by observing the educational actions of rural and urban children both at home and school.

1.3 PROBLEM STATEMENT

The academic achievement of children of the same social stratus largely depends on the areas in which they live (Burney & Beilke (2008:295). Because of this, it is necessary to look at the issues that hinder the academic performance of urban and rural secondary school learners in Ogo Oluwa and Ogbomoso South local government areas in Oyo State, Nigeria.

In addition, it is evident that social, cultural and economic capital impact strongly on the academic performance of rural secondary school learners in south-western Nigeria. The educational status of parents, their attitudes towards education, their values and ideology, and socio-cultural influence have a particular impact on the literacy practices in rural and urban areas, resulting in a situation in which urban learners have access to different opportunities, which learners in the rural areas do not have. Therefore, the problem this study focuses on is the cultural, social and economic inequalities and poor academic performance experienced by learners in rural schools in south western Nigeria.

The results of the previous years published by the OYSTESCOM (2012), West African Examination Council and National Examination Council show that there is a notable margin between the rural and urban environments of two local government areas in the Oyo State in Nigeria. The result of this environmental disparity impacts on the academic achievement performance of rural and urban learners in these areas. Against this background, this study sought to address this problem with reference to the academic performance of these rural learners.

1.4 RESEARCH QUESTIONS

In addressing the research problem, this study is guided by the following research questions:

1.4.1 Main question

What factors account for the differences in the academic performance of secondary school learners in both urban and rural environments in south-western Nigeria?

1.4.2 Sub- questions

- To what extent do culture, social and economic inequalities impact on the academic performance of rural secondary school learners in south-western Nigeria?
- How do parental views, values, attitudes, education level, and ideologies affect the academic performance of rural secondary school learners in south-western Nigeria?
- What can be done to improve the academic performance of rural secondary school learners in south-western Nigeria?

1.5 AIMS AND OBJECTIVES

This study aimed to determine the factors that account for the differences in the poor academic performance of rural secondary school learners in south-western Nigeria. This would be based on the findings of the research undertaken to make recommendations regarding what could be done to improve the academic performance of these learners.

1.5.1 OBJECTIVES OF THE STUDY

The objectives of this study are:

- To ascertain factors that account for the differences in the academic performance of secondary school learners in both urban and rural environments in south-western Nigeria.
- To investigate the impact of culture, social and economic inequalities on the academic performance of secondary school learners in the rural and urban environments in south-western Nigeria.
- To determine how parental views, values, attitudes, education level, and ideologies affect the academic performance of rural and urban secondary school learners in south-western Nigeria.
- To determine what can be done to improve the academic performance of rural secondary

school learners in south-western Nigeria.

1.6 KEY TERMS DESCRIBING THE TOPIC OF A DISSERTATION/THESIS

THE KEY TERMS IN THIS STUDY ARE:

ACADEMIC PERFORMANCE

RURAL LEARNERS

URBAN LEARNERS

SECONDARY SCHOOL

ECONOMIC CAPITAL

SOCIAL CAPITAL

CULTURAL CAPITAL

PARENTAL EDUCATION

PARENTAL ATTITUDE

CULTURAL INEQUALITIES

SOCIAL ADJUSTMENT

1.7 Limitations and delimitation

This study was limited only to the Ogbomoso South and OgoOluwa local government areas of the Oyo State in south western Nigeria. The reason for carrying this study out in two local Government areas in south western Nigeria was the high population density in these two areas.

A research sample taken from such densely populated areas can be valuable to extrapolate the findings to other societies.

1.8 CHAPTER DIVISION

This study comprises five chapters as follow:

Chapter 1: Introductory orientation

The purpose of this chapter is to provide an introductory orientation to the study, which is concerned with the academic performance of learners in rural and urban environments in south-western Nigeria. In doing so, it includes introductory notes on the rationale and relevance of the study, the problem statement and research questions of the study, the aims and objectives of the study, and reference to the research methodology as well as research methods employed for the study and also the limitations of the study.

Chapter 2: Literature review

This chapter provides a literature review on research that has already been conducted on the cultural, social and economic factors that impact on the academic performance of learners, and the theoretical frameworks that underpin these studies.

Chapter 3: Research design

This chapter discusses the research design, that is, the research methodology and research methods used in this study.

Chapter 4: Findings of the research

This chapter describes the implementation of the research methods used in the study and the resultant findings.

Chapter 5: Recommendations and conclusion

This chapter presents the recommendations arising from the findings of the study as well as the concluding remarks for the study.

1.9 SUMMARY

This chapter provides an introductory orientation of what the study is about, which is the academic performance of rural and urban environments in South Western Nigeria.

CHAPTER TWO LITERATURE REVIEW

2.1 INTRODUCTION

The need for this study was informed by the West African Examination Council (WAEC) and Nigerian National Examination Council (NECO) results. The results from the institutions indicate that there is a difference in the educational success between learners in rural and urban environments in western Nigeria, most especially, among learners with different levels of cultural, social and economic status. The objectives of this research are to investigate the impact of cultural and social inequalities on the educational attainments of learners in both rural and urban environments in south-western Nigeria. Other objectives include to determine how parental views, values, attitudes, education levels and ideologies affect the performance of rural and urban learners in south-western Nigeria and what can be done to improve the academic performance of rural learners in south-western Nigeria.

As discussed in Chapter one, the dissimilarity in the academic performance between rural and urban learners in south-western Nigeria is clearly noted in their WAEC and NECO examination results. This difference raises concerns because of its far-reaching effects with regard to the educational and social status of rural learners. This issue was emphasised in a special BBC Radio programme reviewing Pierre Bourdieu's work (Today, 2016). Bourdieu's work is credited with enhancing the understanding of the ways in which the social order and power are transferred across generations. This effect continues to show in the lives of every individual, especially among the working class people. For instance, the family has a crucial role to play in shaping the educational status of children through the transmission of economic, social and cultural resources. Many researchers such as Bourdieu (2011:81; 2005:75), and Noble (2006:349), have confirmed "the independent effect of each of these different types of resources on children 's educational outcomes in different social, economic and cultural contexts".

This section of the literature review presents a discussion on previous research. The discussion has been done under the following sub-headings: cultural inequalities, social inequalities, economic inequalities, parental values, parental attitudes, parental education levels, parental ideological views and a theoretical consideration of the impact of cultural, social and political inequalities on academic performance and the social reproduction theory.

Meunier (2011:16), Chiswick and DebBurman, (2004:361) stated that, “going through different research studies up to date”. Raul Ramos, Juan Carlos, Duque and Sandra Nieto (2012:775) submitted that, “those factors can be divided into three categories, the first category talks about the behaviour of individual. This contains individual behaviour owing to learners’ different backgrounds and nations as well as varieties in mothers’ language”. Based on this contributions the researcher is of the opinion that, academic success of immigrant learners are poor compared to the academic performance of native learners.

Entorf and Lauk, (2008:633) found that “this background effect is related to the different community that each category of the learners comes from”. Medina-Jerez (2008: 189) conducted a study about some sampled environmental factors that dictate learners’ success in Biology among his school counterparts. As far as languages are concerned, Entorf and Minoiu (2005:355) also observed that “immigrant learners’ academic achievements increased the moment they began to communicate with official language of the country they reside”.

Häkkinen et al., (2003) and Covington (2003:67) stated that “the second category of people talks about family background”. In their research work, Coleman et al. (1966) revealed the effect of family on academic performance of learners. Several studies as well as contributions made by Feinstein and Symons (1999) agreed that families of this type have a very good contribution in the academic success of a child.

David (1991:43) indicates that “learners of high educational parents perform academically better than learners who come from very low educational parents”. In addition, it is noted that both rural and urban dwellers believe that the

development of a community depends on the academic and educational interest of the youth. Peterson (1978) observed that youth from urban cities believe so much in themselves. They believe that they are more superior to their counterpart from rural cities, while youth from the rural communities as well looks down on themselves. Rodríguez and Conchas (2009: 216) affirm that “learners from the urban communities have a very good intention for the educations and aspire greatly for their future endeavours”.

Beal and Crockett (2010:258) assert that “parental expectations determine the adolescence wishes to further their education to colleges”. Lee (1984:33) suggests that “no matter what the background of parents, they still have a very good impact towards aspiring higher on their academics”. Auger, Blackhurst and Wahl (2005:258) affirm that “learners believed in the choice of career given to them by their parents; they also believe in their mother than their father”. Some of the learners believed that their school administrators like Principal, guidance and counsellors, teacher et cetera can also encourage them. Kotrlik and Harrison (1989:60), when choosing a career, senior learners looked into the following factors, interest in the jobs, prestige and respect such a job accord, entitled benefits, salaries and wages of the job, and personal satisfaction.

Also, Kotrlik and Harrison (1989:60), believe socio-economic status of the parents also determine the academic success of a child. In addition, cognitive skills are hereditary. On this view points, the researcher believed that learners of parents of high educational level perform brilliantly okay than the children of non-educated parents. To top it all, good cultural community with a good family setting contributes to good educational achievements of learners. It is clearly indicated that there is a link between cultural level, socio-economic status of family and educational status of parents.

Another category is about the various behaviours of schools and learners in the school. It is about whether the school is in the urban or rural community, whether it is public or private school, number of staff compared to number of learners, school population, and peer factor.

Berliner (2013:1-26) submits that “various problems has contributed to poor performance of rural learners. Some of the problems are lack of teacher, poverty, low social values”. Once all these factors are lacking, there would not be good and conducive academic environment.

Dunne (1983) discovered that learners from the rural community were proud of their schools and the type of family they emanate from. Research shows that 75% of are satisfied with their school.

Looking at environmental factor, Gulati (2008:1) contributes that “there are some problems and challenges in providing education for the rural areas, among the challenges are lack of qualified teachers in the rural areas”. The major reason for this is that qualified teachers did not want to live in the villages. Moreover, villagers even believed that their children should be of better help for them in the farm than to allow them go to school. Another problem is that majority of the parents in the rural areas did not trust the male teachers. Other challenges include lack of good roads, assessment to teaching materials, books, and stationeries. Distance of school to individual house is another challenge. Literacy practices to which a child is exposed and many other problems have a good role to play in educational achievement of a child.

Davis-Kean (2005:294) contributes that “the type of literacy practices in a child’s environment helps his academic success”. In his write up on improvisation for science teaching, Balogun argues that it is unfortunate that in Nigeria, owing to poverty that reigned among the majority, disparity on the distribution of academic equipment and social amenities on the part of government has added more to poor academic performance of learners in the rural areas. Through their disparities, government has divided the communities into two, and has created a wider gap among the said two groups of status, that is the rich and the poor.

In her major study, Hawkins (2005:59) stated that “qualified teachers prefer to stay in the urban areas; even if they are posted to the villages, they immediately seek re- deployment”. In addition, at the state capitals, urban schools are usually concentrated on, most especially in terms of sharing school facilities among the schools. The view as expressed here connotes that locality or place where teachers stay for work purpose cannot be neglected if the issue of their efficiency and effectiveness must be taken into account. Darling-Hammond (1998) underline qualification of teachers as something that is paramount rather required for posting of teachers to either urban or rural areas. In precise expression, he writes that teachers with higher qualifications are sent

to urban schools while the ones with low qualifications are usually sent to the rural schools (ibid: 28). This amongst other factors necessitate disparities in the quality in term of efficiency and effectiveness of school teachers. It is therefore not surprising of Potokri's (2011) assertion that teachers' quality impact on the academic performance of students.

Darling-Hammond (1998:28) discovered that "teachers with higher qualifications are sent to urban schools while the fairly performed are usually sent to the rural schools". Among all others are the type of disparities in the quality of teachers between rural and urban communities, and this affects academic performance of learners. Ibukun (1988:106) notes that "teachers in urban secondary schools in Ondo State are far better than teachers in the rural areas". Finally, schools in rural schools are getting poorer and poorer academically owing to the fact that qualified teachers refused to work at the remote villages.

Inadequate number of teachers in schools has been a problem in Australia for many decades (Lyons, Cooksey, Panizzon, Parnell, & Pegg, 2006:997). The research work also added that educators have noted that lack of enough teachers has been a national crisis in Australia and this has seriously affected rural teaching and leadership roles. Mulford (2003:175) states that "Australia has shortage of teachers and these situations may likely grow worst in the nearest future due to retirement of the old age teachers". However, MCEETYA (2004:1) affirms that "this problem is not only particular to Australia, the same thing is also experienced in United States". Martinez (2004:1) stated that "England does not have enough head teachers in rural areas". Harris and Farrell (2007: 159) affirm that "the number of mathematics and science teachers that are expert in rural schools is reducing day-by-day". Williams and Jackson (2005:325) explain that the case is not like that in America. Collins (1999) also affirms this when analyzing the problem of teacher shortage. Collins (1999) added that rural schools lose teachers because they are far behind socially, culturally and economically. In addition, Watson and Hatton (1995:606) contend that "geographical set back and cultural imbalance".

Chamber (2014:1) highlights that "there are various challenges faced by rural schools, among which are running costs, attitude of pupils towards school, unwillingness of expert (teachers) to work in rural areas". Boylan (2004:2008) postulates that "rural schools lacks facilities and

virtually every material needed and this makes the rural feels inferior to other schools". In addition, he indicates the above-mentioned points brought about the imbalance in the academic performance of rural and urban learners. In view of the above, the indication is that rural schools are not adequately catered for. Therefore, it will be better if there could be change in the way rural schools are catered for.

DeYoung and Lawrence (1995:104), Herzog and Pittman (1995:1) highlight that, generally people's thought on imbalances between rural and urban environment cut across other socially desirable results, among which are aptitude, intelligence and aspiration. What makes many people assume that learners in the rural environment receive less education compared to learners in urban environment is as a result of the shortfall of rural environments and their ways of life. Though, it may be hard to highlight what causes this shortfall, Herzog and Pittman (1995:1) has thrown light to the main factors that brought about this shortfall.

Looking at the problem of segregation in the community partiality against the rural communities, Herzog and Pittman (1995:1) highlight the hopeless image of utmost drift that has not been favourable to the rural communities and schools. Furthermore, Herzog and Pittman (1995:1) explain environment and economic situation as factors that ruin schools in the rural areas.

Economic decline is one of the factors that has been affecting rural schools. Khattri, Riley and Kane (1997) embarked on a research that compared the academic performance of rural and urban learners and in academic achievement specifically but did not get a constant result.

Adepoju and Oluchukwu (2011:314) state that, "during African research review that among other states as far as education is concerned, Oyo State maintains being the largest; every individual and government make sure that there are enough teaching materials, capital and human power in education sector". They further posit that government is alive to her responsibilities by providing everything needed. They added that Oyo State government went as far as subsidizing fee for Senior School Certificate Examination (SSCE). The authors also maintain that going through money allocated for education from 2008 to 2011, it is clear that government has interest in massive education in the State. Despite this interest and effort of the government to give equal educational opportunities so as to upgrade academic performance both in promotion and

terminal examinations, it is observed by Adepoju (2002) that academic performance of learners keep getting worse.

2.1.1 Cultural inequalities and academic achievements

Thernstrom and Thernstrom (2003:10) wrote a book called “No excuse” on reducing academic imbalances and increasing the success of learners. An imbalance in academic success can be caused by race, levels, and socio-economic status. Therefore, teachers must take cognizance of the situations of learners of different races and there is a need for them to know what culture is, the history of their own culture and how it aids learners’ learning. Since learners at a school might come from different cultural backgrounds, there is a need for educators to read or learn about different cultures so that they are able to function in different learning environments. Ramirez and Carpenter (2005:559) claim that “among the series of categories that pertain to the success of learners of different races, (irrespective of their own race) cultural backgrounds are extremely important”. This can help the researcher to identify the barriers to success. However, Ogbu (1992) notes that “learners from races of low cultural background have the same challenges at school; for example, language barriers and low-quality curricula. These learners also have to face social and economic obstacles. For many minority learners, school often represents an alien culture, therefore putting them at a disadvantage (Dimmock & Walker, 2005:334 Gorinsky & Fraser, 2006). Nakhid (2003:297) suggests that “learners frequently search for representation of their own identities in the education system”. The researcher on this view agree that, if learners do not feel they belong, they may disengage from learning or even leave school. Learners’ responses to the various aspects of schooling will often reflect their own world views, which are influenced by many aspects such as their socio- economic backgrounds, their country of birth, culture, gender, family relationships, and religious backgrounds. Accordingly, Samu (2006:35) states that a certain number of factors will shape individual learners’ cultural capital; however, no institution can influence such factors.

In many cases, schools discover that the learners’ cultural capital, or the values, beliefs and experiences they bring from their home environment are either in conflict or in harmony with the school culture. Bishop and Glynn (1999:167) point out that “learners without any specific cultural capital can be taught in line with the school’s culture”. Bourdieu’s thesis on cultural capital

confirms that learners from privileged socio-economic backgrounds are likely to have good cultural backgrounds (that is, cultural capital) so that they put in everything they have to achieve educational success and qualifications (Bishop & Glynn, 1999:167).

This study is an initial attempt to try and test the Bourdieusian thesis that learners from higher socio-economic backgrounds achieve better academic results because, among other things, they have enough money to fund their education throughout their academic careers.

However, Ogbu (1992:287) opines that “some learners from a poor social background can easily acclimatise socially and perform academically brilliantly at school”. He also claims that “although immigrants to the United States faced threats and humiliation, the positive expectations that they had impacted on their notion of white people”. Nevertheless, their children were able to adapt socially and perform extremely well in their studies. (ibid). In addition, non-mandatory non-age portrays an ethics that makes them better than the United States and this ethics makes them believe that no matter how it may be, they will soon come over their economics difficulties if they can be educated and work hard (Schmid, 2001:71; Ogbu, 1992:287).

Schmid (2001:71) declares that since 1965, the records have shown that a countless number of children have been raised in immigrant families in which 20% of all children under 18 years are immigrants. It is significant to note that this group of children is overlooked in schools. Learners have also been noticed to perform poorly in their studies. Factors that have contributed to the poor performance of these learners are cultural patterns, economic status, social capital, ethnic status, community organisations, and ethnic status.

Schmid (2001:71) posits that “there is a wide gap between the academic achievements of children of different immigrants”. Consequentially, reading and mathematics marks are diverse amidst certain immigrant groups. School achievement could also be aided or hindered by family backgrounds, language capacity, school discrimination, and racial segregation.

Furthermore, Chan (2007:1) maintains that Asian American learners often emerge academically ahead of African Americans and Hispanic learners. This academic imbalance was due to factors mentioned by Schmid (2001:71). In this regard, findings by the National Assessment of

Educational Progress (NAEP) in America indicate that white learners and learners of “Asian/Pacific Island origin perform better in reading and mathematics than 4th and 8th grade learners from other ethnic groups”. (Brown-Jeffy & Cooper, 2011:65). “Asian Americans consist of the minority group, which can be labelled as performers”. Yong and Wei (2008) also comment that “Asian Americans are viewed as the most academically brilliant group since they performed better than other groups in schools as controlled by the No Child Left Behind Act”. In addition, Brydof (2009:37-44) has found that “learners of Asian American or Pacific Island extraction consistently score higher marks in all organised tests”.

Asian Americans are disproportionately represented among recipients of the National Merit scholarship in the United States and at America’s most prestigious higher institution's Asian American learners also achieve among the best in the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) assessment, especially in mathematics (Flynn, 1991).

In Asian cultures, children are expected to compensate their parents in appreciation for helping them to achieve their educational goals (Flynn, 1991). Therefore, it is believed that they can meet this target if they are educated; hence, their cultural values highlight the significance of education despite the fact that Asian immigrants in the United States are faced with barriers such as ethnic, cultural and social barriers. Therefore, education is seen as the only means of overcoming these barriers. Thernstrom and Thernstrom (2003:4-39) argue that “Asian children obey their parents’ wishes, and since their parents insist on their children being educated, they do their best and perform well at school” (Ma and Yeh, 2010).

Furthermore, Thernstrom and Thernstrom (2003:4) note that adolescent Asians at ordinary city schools performed better than Black and Hispanic learners despite the fact that they were in the same class and had the same instructors. Racism and attributed racism will best explain why Asian groups performed better than the other minority groups. Despite the fact that Asian Americans experienced racism, they were not categorised as inferior to whites and considered themselves to be different from African Americans, Hispanic Americans and Native Americans (ibid).

Pierre Bourdieu (1979:124) adds that “the higher cultivation of a society’s commanding socio-

economic levels plays a vital role regarding the legalisation of socio-economic differences". High cultivation entails conscientious efforts to achieve social differences and transfer happiness through the training they receive and their intellectual capacity (Bourdieu, 1989:99). Schools require learners to possess the ability to acquire cultural capital. Unfortunately, the expected proficiency is not acquired at K-12 and tertiary schools (Bourdieu, 1979: 124). Learners in possession of this proficiency typically acquire it through socialisation in the family home. Learners like this are successful in their academic careers with the help of their backgrounds or racial foundation. Bourdieu further argues that a child is said to have good culture when he/she is culturally orientated and practices the culture and good culture brings about cultural capital. It has to be mentioned that cultural capital, like the other forms of capital, is not evenly distributed in a capitalist era (Bourdieu, 1973:71).

The extent of cultural capital acquired by learners from their backgrounds leads to an accumulation of socio-economic capital (Bourdieu, 1979:124). Socio-economic capital keeps rotating among the same circles of people because children keep inheriting their parents' wealth (Bourdieu, 1997). It is difficult to deduce the academic benefit of acquiring cultural capital (that is, a superior cultural arrangement for the school). The educational consequences of that benefit are based on everyone's worth.

Cultural capital results in reinforcing the opinion that educational rivalry is meritocratic (Bourdieu, 1979:124). Bourdieu's cultural capital research indicates that the educational consequences of socio-economic standards and cultural capital exist at the tertiary institution level. Bourdieu's research indicates secondary and tertiary education institutions are unable to balance the low level of cultural capital owned by learners of low socio-economic origin. However, if learners from this disadvantaged background advance beyond secondary education, they would likely to begin their university education with a cultural drawback. The drawback would be especially strong if the educational techniques are indiscriminating. While the concept of 'cultural capital' highlights Bourdieu's argument, that, cultural capital (that is, high culture) can give a child the foundation that may likely determine his proficiency in future (for example, natural science (biology, chemistry, physics, astronomy and earth science), capital of this kind is directly linked to the liberal arts disciplines. It is important to note that learners above undergraduate level are expected to attain a high standard of disciplinary accomplishment. Those who lack cultural capital

will have difficulty in attaining such proficiency.

In Bourdieu's cultural capital research, a selected number of humanities learners from different tertiary education institutions were observed in relation to their socio-economic levels (n=113) to decide how Bourdieu's cultural research accounts for disparity in tertiary level academic success (ibid). To provide the hypothetical context of such research, this research conducted an analysis of literature, the development of hypotheses and research methodology as well as an analysis of survey data and presentation of its outcomes (Lamont & Lareau, (1988:153). There are some associated theoretical ideas regarding physical and symbolic violence, which emanate from Bourdieu's theoretical perspective (Bourdieu & Wacquant, 1992).

Bourdieu (1989:14) asserts that the good practice of culture that leads to cultural capital are the results of class, position and those who have enough financial strength, for instance, the upper class. From a Bourdieusian viewpoint, good culture is not intrinsically superior; it is established as higher ranking among different disciplines through allusive power. Luna (2004: 529) also assert that, "the authorization of good culture in academic organisations works to enforce entrench a class-based mentality that targets class reproduction mainly". The viewpoint here support that culture should not be based on class, position or financial strength. Good practice of culture should be instilled in learners, irrespective of their their parents' economic or social status.

In western society, authorisation of this kind is liable to substitute visible brutality as the main instrument of labour hierarchy constraints (ibid). Bourdieu feels that using legal action to disempower the working class leads to public brutality and it brings about violence in the distinctive structures. Bourdieu opines that cultural capital was not only formed with good culture. He further explains that learners inherit cultural capital like good reasoning abilities and writing techniques, amongst others (Bourdieu, 1977). Bourdieusian scholars work on cultural capital and academic achievement and highlight the uneven distribution of good culture (Small, Luis, Harding, & Lamont, 2010: 6,). This is the most powerful research area of Bourdieu with regard to cultural capital that is established in good culture (Kingston, 2001:88; Small et al. 2010: 6). Several studies on cultural capital in terms of different academic revenue have been conducted. Roscigno and Ainsworth-Darnell (1999:158) and Teachman (1987) assert that cultural capital

brings about academic revenue.

Small, et al. (2010: 6) contend that “cultural capital research should not deviate from its aim with regard to the educational effect of good culture”. Kingston (2001:8) also argues that cultural capital is not a broad idea that entails the whole domain of intellectual support. He explains that using the terms “culture” and “cultural capital” undoubtedly present problems of interpretation. To his thinking, a broader approach to cultural capital would rate those not civilized into the same groups as those who are relatively poor, which can be equitably related to access to resources like public libraries or free Wi-Fi (Capurro, 2009:118). From the viewpoint, every individual has cultural capital, since everyone has various skills, likeness for kinds of music, different impression, and life experiences, all this contributes to cultural capital. In life, cultural capital gives us power and plays a vital role in achieving our goals.

A number of researchers have tried to build on the Bourdieusian capital thesis to a greater extent. This research has operationalized cultural capital with the help of responses to questionnaires that evaluate parents and learners’ involvement in terms of varieties of good culture. Research like this has tried to support Bourdieu’s hypothesis that learners’ cultural capital impacts on their socio-economic status and on their educational success. In addition, the research has tried to back Bourdieu’s hypothesis that the cultural capital of the parents reflects on the learners and is a predictor of their educational success. The majority of cultural capital studies are based on this old hypothesis (that is, on the academic reflection of unequal socio-economic levels and learners’ cultural capital). Research of this type has discovered that a high socio-economic status and learners’ involvement in cultural activities have a positive value with academic success (Dumais, 2002:44). Research that targets future plans has identified that the involvement of parents in good cultural activities has an important but comparative association with learners’ cultural capital and with academic success in the United States (Aschaffenburg & Mass, 1997:573).

Earlier studies on cultural capital and academic achievement, for instance, that of Kalmijn and Kraaykamp, (1996), have frequently referred to the relevance of Bourdieu’s cultural capital study in relation to educational success. However, this has not been tested owing to the inadequacy of

public surveys that involve estimates of socio-economic status and cultural capital (House, 1998:128).

There will always be cultural confrontation in the classroom. This could be reduced if teachers became more self-reflective, identify cultural imbalances between learners and themselves, endeavour to be more capable in their culture and make the lessons more culturally flexible (Ford & Kea, 2009:1). When there are opportunities for lasting cultural improvement and unanimous teacher educational planning, teachers will become emboldened and believe they are capable of addressing the cultural imbalance of learners (Saifer et al., 2011; Ford & Kea, 2009:1). Teachers should ensure that learners are achieving educational attainment (Saifer *et al.*, 2011). Teachers from all other cultural and ethnic groups should endeavour to become competent so that they can facilitate learning among learners from other ethnic groups (Howard, 2003: 195). Teachers should maintain consistently high expectations of every student and use the syllabus and related teaching exercises in a way that demonstrates respect for every student's culture and learning demands. Teachers should honour all learners' potential (Gay, 2010:129-171).

2.1.2 Adolescent academic performance and social adjustment

The academic performance of learners in the classroom is extremely important as this is an indication of whether the learner is doing well or not. Parents, teachers and school administrators attach a great deal of importance to learners' academic performance. Consequently, if learners are not performing well academically, they see all the other efforts of the learners in the school programme as a total waste of time. Academic performance defines the totality of the child in his school life, regardless of other school activities. In fact, academic performance has been seen as a gauge with regard to how well learners are doing in their studies and classes. This definition tends to see academic performance as the culmination of all activities of the student in the school. Academic performance for the student is also seen as the extent to which a student has achieved his educational goals (Zhu 2012:127). This means that the student's academic performance is measured by the extent to which he has reached the educational goals he set for himself. The school authority measures academic performance in several ways which include homework, a number of standardised tests and even

examinations. Accordingly, the areas of strength and weaknesses in a student's academic career are determined and evaluated in order to improve the learning process of the student. From the research, it has become evident that some learners' academic performance is impacted by certain determinants such as hard work, discipline, family income, parents' education, previous education acquired, and self-motivation. In addition to Zhu's (2012:127) opinion, there are many other factors that determine the level of a student's academic achievement, among which is social adjustment. Other factors are punctuality, learners' ages and learners' aptitude (Romer, 1993:167). Apart from learners' academic performance, how they acclimatise socially is also a prerequisite for academic success. Similarly, social adaptation and academic performance complement each other. The way in which people adapt to the daily challenges of life is called social adaptation (Perrow, 1991:725). Adaptation is also called a dynamic, ongoing, life sustaining process by means of which living organisms During adaptation, getting used to the daily challenges of life works itself out naturally through stimuli from the environment. In this regard, adjustment is seen as a state of equilibrium and a form of equality in the person's own internal experience of life.

The 'stability' concept is related to the idea of reducing stress and brings about defining adaptation as a procedure instead of the satisfaction of wants, thereby reducing stress, particularly when the usual ways of meeting the needs are thwarted (Hasting, 2003:231). In effect, social adaptation entails acclimatising to new standards and values. In specialised applications, adjustment means good communication with members of society. In this regard, adaptation means yielding to the requests and coercion of the socialised community imposed upon everyone.

From a developmental view, social adjustment must include the whole scope of amendments by means of which an entire social structure reacts to the different wants and aspirations of everyone in a social category. The structure also distances itself from the situation of life seen as unpleasant with regard to the life situation entailing material and spiritual things (Todaro, 1994).

Regarding measurement, adjustment is grouped within social and individual spheres of authority in an ideal environment. A person might be regarded as ill-adjusted when exposed to different cultural standards. Community adaptation may include how the person interacts in his own circle and how the person conform to communal beliefs (Osa-Edoh & Iyamu 2012). The personal

aspects of adaptation can be determined by asking the person about his feelings, attitudes, cognitive and behavioural characteristics: only the individual can assess the adjustment. At any time, two demands are in conflict with one another and call for adaptation to some difficult situations.

Importantly, the issue of social inequality and its impact on education has attracted the attention of several researchers and educationists (Orodho, 2014:01). The author Orodho (2014:01) observes that basic education as the minimum level of education is a crucial factor needed by Kenyans for the advancement in the community. It is for that reason that Kenya has adopted the global protocols that instituted education for all (EFA) in Jomtien, Thailand, in 1990 and at the World Education Forum in Dakar, Senegal in 2000. Since how to reach the goal of EFA in Kenya is central in educational plans and implementation matrices for 2003 to 2007, it shows Kenya's dedication to eradicating poverty as an obstacle to academic progress, stimulate human rights in terms of education and attain maintainable growth by the provision through delivery of sound fundamental education as other nations of the world. Kenya is pushing relentlessly towards this in EFA (Orodho, 2014:01).

In Nigeria, government corruption is perceived to be a problem because there is a considerable outcry of people across the socio-economic divide against corruption (Ajie and Wokekoro, 2012:91). These problems are evident in the daily newspaper headlines, radio and television programmes. Over the years, sociologists have researched and gathered facts on society and how it helps us to understand issues about our communal difficulties. Sociologists see the set of social roles that every individual must play, and these roles are played out in real-life situations. Social roles are known as the set of behaviours and expectations related to a certain community position (Coleman & Cressey, 1999:1). Mead (1938:1) agrees that "society's customs determine what manner of behaviour is required of a position". People will learn to behave in a conventional manner as prescribed by every position. Mead (1983:1) highlights that community organisations have a definite function to perform. Therefore, the institution of the family has a community function with regard to the roles of the father, mother, daughter, son, brother, and sister. Each of us is judged by our performance as we perform our respective roles. The negligent mother, the abusive father and the unserious student are all judged harshly because they fail to meet our expectations. The standards we use to make such judgments are known as norms. An individual who violates a group's norms is often labeled a deviant and given some kind of formal

or informal punishment.

In his study of suicide, Durkheim (1951:210) claims that community pressures and coercion contribute to people killing themselves. In addition, Durkheim (1951) argues that the community is greater and stronger than every individual. The act of a person taking his/her own life could be caused by his/her community background, problems such as sex, discrimination, unemployment, poverty and crime that must have roots in society. The early sociologists relied on two models to understand society, namely, the medical model and the absolutist model (Eitzen, Smith & Baca Zinn, 2009:284).

The medical model asserts that there are generally acceptable norms of behaviour and that social problems are caused by bad people. They are wildly unreasonable because of the lack of an intellectual, good education and incomplete acculturation. Conversely, the absolutist approach to understanding social problems contends that in the 1920s and 1930s, some sociologists focused on conditions in society that fostered social problems for 'pockets of social disorganisation' (Kotler & Zaltman (1971:3).

Recently, sociologists re-embarked on the study of personal problems. Two groups of theories have been identified in the study of recent aberrations (Plocker, cert 2009: 1967– 1968). They include Merton's social strain theory and labeling theory. Merton's social strain theory stipulates that the community sets targets and ways to reach the target. The inability of a person to attain or achieve a particular target is called deviance. On the contrary, the labeling theory states that people consider the part of community in producing and supporting deviance by categorising the so-called wayward people. We see community responses verifying what a community problem is and who the deviants are.

2.2 SOCIAL INEQUALITIES AND ACADEMIC PERFORMANCE

Portes, (1998:1) avers that "social inequality arises when some people in a community fall into a low social class, while others belong to a high social class". Mardis, Ding, Dooling, Larson, McLellan, Chen, Koboldt, Fulton, Delehaunty, McGrath, & Fulton, (2009:1058) note that social inequality refers to the way that some people are treated, positioned and honoured especially with opportunities to a series of social advantages such as employment, tenders, business

contracts, healthcare, education and other political opportunities. He further argues that social imbalance factors were the result of structural components, such as the environment or citizenship status (Mardis, et al., (2009:1058).

2.3 ECONOMIC INEQUALITIES AND ACADEMIC PERFORMANCE

In an analysis of family income, Escarce (2003:1229) impacts on educational opportunities available to the youth and their possibilities of educational achievements. Escarce (2003:1229) adds that learners from low income backgrounds attend schools with no or little funding owing to residential stratification and separation.

The youth from low income backgrounds perform relatively poorly compared to their peers from high income backgrounds. Escarce (2003:1229) concurs with Combs (1985) and Santamu (2003:106-120) in affirming that the social status dictates what the calibre of school a child will attend and what comes out as academic success. Considine and Zappala (2002:129) opine that, “in terms of educational outcomes, learners from families with low income levels may have less ability with regard to memory retention and this can cause problems in the school in terms of behaviour and in other ways”.

King and Bellow (1989) assert that owing to money constraints, farmers’ children cannot keep attending school, while their peers with parents in salaried positions can remain in school. They also resolved that the academic standards of parents have progressive and important impacts on the educational achievement of Peruvian children. They also claim that the child’s educational opportunities might be owing to the level of education of a child’s parents. They also aver that parents’ achievements sometimes impact on their children’s performance. Given the ongoing literature review, the social economic status is aligned with academic performance. It is also contended that parents’ socio-economic status impact on the academic performance of learners, whether we study the socio- economic status fully or with a special focus (Considine & Zappala, 2002:129; Hansen & Mastekaasa (2006: 277). Learners from a good social background performed more brilliantly compared to their peers from poor socio-economic backgrounds (Eamon, 2005: 163).

Furthermore, Devlin's (2013: 939-949) study of 1,510 learners from five federal universities in Taiwan, shows that compared to non-elite universities, a larger proportion of learners at the elite universities come from middle and high SES backgrounds. In addition, Wu (2009) also finds that the college experience for learners from different socio-economic backgrounds is quite different and that learners from less well-off families are often involved in white collar jobs while they are at university. Therefore, Wu (2009) concludes that the inequality in higher learning among learners from diverse social levels is no longer an imbalance in the involvement rate but an imbalance in academic achievement (Devlin, 2013: 939).

A combination of the parents' academic status, job category and earning rate together determine one's social economic status (Hanson & Chen, 2007: 263). Considering the research on learners' educational success, it is surprising when predicting academic performance that the social economic level should be a significant determinant. Kao and Rutherford (2007: 27) posit that "the cultural capital theory highlights the possibility for greater success in a student whose family is close to the academic culture". Since a low economic status denies learners access to the necessary resources, it is therefore conjectured that a low social economic status hinders academic success (Eamon, 2005:

163) has examined socio-economic status in education research and has discovered that one of the important origins of educational imbalance is the socio-economic background. He also further notes that the academic achievement of a child depends heavily on the social economic background of his/her parents. Furthermore, Considine and Zappala (2002:129) agree with Graetz (1995), in their research on the negative reflection of social and economic status on the academic success of learners in Australia. They discovered that when parents have good social, economic and educational standards, it results in high rates of success with regard to their children's academic performance. Parents of such children also support their children psychologically through a conducive environment that aids the development of the necessary skills for school success.

Pedrosa, Norberto, Rafael, Cibela and Banilton (2006) have discovered that learners from higher socio-economic and educational levels at a Brazilian University perform relatively poorly

compared to their counterparts from disadvantaged and educational home. This type of experience is called educational resilience. The experience might be a reality considering that individual countries have different criteria for determining the socio- economic status. Combs (1985) claims that in all countries in the world, parents from a high economic and educational status have the possibility of sending their children to the best secondary schools and from there to the best colleges, while parents who are employees or farmers find it difficult to send their children to the best secondary schools and colleges. Furthermore, Combs (1985) notes that children from a low socio-economic class are unable to benefit from the available educational facilities like their colleagues from high level hierarchy parents. Dills (2006) supports Combs (1985) when she asserts that “learners whose parents fall below the median on the socio-economic status graph, perform poorer than learners whose parents have a high socio-economic status”.

Hansen and Mastekaasa (2006: 277) have the same opinion based on their research on the role of the classroom foundation among learners at Norwegian universities. An analysis reveals that higher scores emanate from classes with cultural capital. McMillan and Western (2002) claim that “socio-economic status has three dimensions. They include education, occupation and income and accordingly, researchers should examine each of these dimensions of the social economic status when developing the signal for the correct educational idea”.

They emphasise that education and income co-exist and that they should therefore, be treated as such in an educational context. Considine and Zappala (2002: 129) postulate that “socio-economic elements may have different impacts on academic results”. Therefore, the researcher should scrutinise the written work of every part of the social economic level in relation to educational progress.

In her research, Owens (1999) examined the suppositions about educational success. She studied the link between parents’ academic attainment and the educational success of their children. She found that the more the parents achieved educationally, the better the children performed. King and Bellow (1989) agree with Sentamu (2003) who claims that the parents of children from urban and rural areas who were uneducated or had incomplete education did not prioritise their children’s homework because the parents themselves had not been to school or

may have had an incomplete education. This imbalance in home education activities might be echoed in the school achievement.

2.4 PARENTAL VALUES AND ACADEMIC PERFORMANCE OF LEARNERS

Kozol, Tatum, Eaton and Gándara (2010:28) mention that “when African American parents fought to end racial segregation at schools, their primary objective was not to acquire the friendship of white children for their own children but rather, they were looking for educational opportunities”. They believed that “it was their children’s right to have the same opportunities as others, for instance, in terms of access to schools that have good facilities”. Ogbu (1992: 271) declares that “poor academic results occur not only because less privileged learners attend schools that are not up to standard, but also discovered that less privileged children begin school with less cultural capital than the average white child” (ibid). Farkas (2002: 1119) observes that “the children of low-income African- American, Latino, and American Indian families take longer to adapt to school than average white children”.

Philips, Crouse and Ralph (1998) as quoted in Farkas (2002:1119) state that “African– American learners start school almost a year later than their white counterparts and have discovered that Black six-year olds’ English proficiency equals that of white five year olds”. Farkas (2002: 1119) claims that the black-white schoolachievement gap would be erased if educators considered school entry’s standard ‘latina/o, passed through coursework that is restorative and trivial (Cammarota & Romero, 2006). Ogbu (1992: 271) explains that “learners at all socio-economic levels indicated their intention to achieve academically”. Yet, at every class level, African-American learners still perform less well when compared to white learners at every level. Harry and Klinger (2007) highlight that “African-American learners’ academic performance was reduced by double that of their white counterparts and in some US states, there were a disproportionate number of native American and Hispanic learners with learning disorders”. Harry and Klinger (2007:64) assert that “it has been decided by law that there should be more Mexican-American learners than African-American learners in special educational programs”. The major obstacles for them are not children’s hardships, race or ethnic backgrounds; rather the obstacles are caused by school rules and regulations and the customs and norms of school

culture (Love, Styles, Mundry & DiRanna, and 2008:4). The latter researcher

contends that many parents of less privileged learners rely on educators and school authorities to educate their children and thus, determine their educational careers. Often, parents cannot define their own roles in the education of their children, most especially when it comes to help them choose subjects that will help them to pursue their future careers.

Allen (2007:58) advises that “educators need to communicate with the parents throughout the academic year and should make use of cultural notifiers. For example, the secretariat and record keeping officers, parents’ representatives, experts from various aspects of the school that can boost learners’ cultural intelligence”. Bouillion and Comez (2010) postulate that one of the obstacles faced by many education institutions is the wide gap between schools and the learners’ home culture or community. They further state that there is extremely little interaction between schools and the community. Teaching and learning goes on in the school without any impact on the community. In this regard, Allen (2007:79) suggests that the school and community should find ways to relate with together. This relationship would boost students’ educational attainment. School separation has hindered the educational success of less privileged learners since they are aware of the perceived inequality/favouritism (Ramirez & Carpenter, 2005:599; Ogbu, 1992b:287). This notion hinders their educational success.

Accordingly, Ramirez and Carpenter 2005:559-603) state that there is a different culture at school than the culture that is widespread among less privileged learners and this causes them to become detached and separated and also creates obstacles with regard to their academic progress and results in an achievement gap between them and the privileged learners (Ogbu 1992:287-295). Cusher, McClelland and Stafford (2009) claim that language has an impact on the less privileged learners' achievements. US schools must face the challenge that many learners’ first language is not English and must address the different modes of communication between learners and teachers and that can hamper learning activities. The “No Child Left Behind” (NCLB) Act mandated every school to meet their yearly targets; there must be notable progress in every student by the end of the 2013- 2014 academic year (Kim & Sunderman, 2005:3).

Moreover, it has become imperative that educators help all learners without regard to race, ethnicity or socio-economic level and all learners must show progress.

2.5 PARENTAL ATTITUDE AND ACADEMIC PERFORMANCE OF LEARNERS

Several researchers have suggested that perceived parental support, acceptance and some control over children's activities are strong predictors of academic performance. Fan (2012:99) asserts that "the connection that flows between families' lifestyles and school success is articulated by individual learners' lifestyles, seriousness and readiness, for example, motivation or self-concept". Alomar (2006:907) notes that a good attitude regarding the academic pursuit is linked to the child's positive educational practice (Rimm-Kaufman, Pianta, Cox & Bradley, 2003:179).

Several investigations have provided evidence that the attitude of parents and their school involvement have a crucial impact on a child's motivation (Fontaine, 1988; Gottfried, Fleming & Gottfried, 1994:104). As Eccles and Harold (1998:568) write, "a child's motivation to succeed can be influenced by the balance between parental emotional support, control and challenges". Other studies based on intrinsic academic motivation identify some variables related to parental practices that are negatively associated with the motivational orientation of adolescents. Parental reaction to school-related outcomes, negative control, disengagement, external rewards, punishment, the lack of guidance, and parental displays of anger are behaviours that can be associated negatively with intrinsic motivation (Gottfried *et al.* 1994:104). A child's educational practice has to do with the parents' attitude from a child's early school years (Marcon, 1999:395-412). To be precise, there is a high level of academic success in the education of learners whose parents accept that their children's education is their responsibility. The impact of parents' participation on academic achievement is a notable point among curriculum developers who attempt to increase parents' participation in wider education policy schemes. A child's academic achievement is comparatively stable after early childhood (Entwisle, Entwisle, Alexander, Pallas & Cadigan, 1987:1190).

Researchers have also described that when there is frequent communication between parent and child, parenting has a positive impact on a child's educational success (Christian, Morrison & Bryant, 1998:501). By exploring particular parenting behaviour that can be changed, for instance, parental involvement projects may be developed to increase educational success. While parents' participation has been discovered to be associated with an increase in academic success, the extent of its influence is not yet clear (Hill & Craft, 2003:74).

Parents' participation has been quantified in diverse ways, including programmes in which the parents get involved at school and at home and a positive attitude (behaviour) of parents towards the education of their children, towards the school and towards teachers (Epstein, 1996:209). The variation between parental involvement and their attitudes towards education was noted by many recent studies. A number of research studies have also discovered that the intervention of parents in their child's education promotes a good relationship between the children and their teachers in the classroom (Hill & Craft, 2003:209).

2.6 PARENTAL EDUCATION LEVEL AND ACADEMIC PERFORMANCE OF LEARNERS

Owens (1999:57) investigates an assumption about educational success, namely, that the rapport between parents and their children and the motivation of their children to achieve academic success plays a definitive role she also claims that as children's education progresses, the more their parents' education progresses. In a study conducted by King and Bellow (1989), the education of children whose families are illiterate, whether they live in rural or urban areas, can be regarded as inadequate. These families, among others, do not place a high value on their children's home studies. The impact of family and school factors on learners' academic achievement at the junior high school level, Lin (2007) shows that family SES exerts profound effects on school achievement when compared to various resources provided by the school (which explained only 4% of the variance). Using a national survey data set, Han and colleagues (2003:753) have found

a positive relationship between family income and college attendance rates. Researchers have suggested that the cost of primary school education (PSE) is a barrier for those from lower income families, but that is not the only barrier.

The following section examines the literature that pertains to Bourdieu's (1986) concept of 'cultural capital.' The focus is on the relationship between parents' educational level and level of education attained by their offspring. Studies in both Canada and the United States have found that the family background affects children's educational experiences and achievement before reaching post-secondary levels of education.

More specifically, those from low socio-economic backgrounds (based on parents' education level, occupation level, and income level) are likely to have relatively low school achievements. Haveman and Wolfe (1995:1829-1878) have found that in Canada, people whose parents had obtained university education are much more likely to continue their education after high school than learners whose parents did not receive post-secondary education (Guppy & Pendakur, 1989:49; Butlin, 1999:9; De Broucker & Underwood, 1998:30; Andres & Krahn, 1999:47). Furthermore, the relationship between participation in higher education and parental education became even stronger in Canada during the 1990s (Finnie & Laporte, 2004:30).

The next section will present the argument that there is a great deal of evidence that parental education is a strong determinant of the level attained by their offspring. One consistent finding that emerges from the literature is that there is a stronger relationship between parents' education and offspring's education than parents' income and their offspring's income education (Knighton & Mirza, 2002:25; Rivard & Raymond, 2004:32; Drolet, 2005; Frenette, 2005).

Knighton (2002:25) has found that in Canada, a larger percentage of the youth (68%) in the lowest income quartile whose parents obtained post-secondary education themselves attended post-secondary schooling than youth from the same income level whose parents

did not have post-secondary education (56%). These findings support the notion that education has a stronger effect on participation in post-secondary education than income. So far, it is clear that at a general level, parents' education and parents' income independently affect offspring's education level. Drolet (2005:243) examined the interaction between parents' educational level and parents' income in detail so that we can know how far the two are linked to their offspring's educational level. He found that parents who were in the highest income quartile were two and a half times more likely to have an undergraduate degree than parents in the lowest income quartile.

In other words, those whose parents are in the highest socio-economic categories have the double benefit of high economic capital and cultural capital compared to those in the lowest socio-economic categories. This translates into the notion that not only can parents afford to pay the cost of tuition. They also provide an advantage to their offspring in terms of passing a set of skills that are beneficial in our education system on to their offspring. Drolet (2005:243) further found that those whose parents had a university degree had a 23 to 31 percentage point higher probability of attending university than those whose parents only completed high school. These figures were compared to a probability of 12 to 21 percentage points that those from the highest income categories were more likely to attend university than those in the lowest income categories.

In other words, learners from low income backgrounds face barriers owing to parents' lack of education and to a lesser extent, financial barriers. Several explanations for the interaction between parents' education and their offspring's education have been put forward. One of them is that parents with more education tend to be more serious about their children's education and tend to pass down skills (such as language and study skills) and beliefs that promote continued participation (De Broucker & Underwood, 1998:30; Knighton & Mirza, 2002:25). With regard to Junor and Usher's (2002:9-21) research, it is more likely that skills (which are part of cultural capital) that are passed down from parent to child, have a greater influence than inherited beliefs. In their research, Junor and Usher

(2002:9-21) have found that there was little difference in the levels of aspiration based on parents' educational level (Junor & Usher 2002:9).

Shipley, Ouellette and Cartwright's (2003:81-95) research shows that overall, the large majority of Canadian parents (80%) report that their aspiration is for their children to attend post-secondary education. Another study found that parents with low incomes were only slightly less likely to expect their children to attend post-secondary schooling than high income parents (80% versus 95%, respectively) (Statistics Canada, 2001:89).

In general, several studies support the idea that a large majority of parents have aspirations that their children will attend post-secondary education. In other words, they are more involved here than a lack of aspiration on the part of parents from less privileged backgrounds. Specifically, parents with high education levels pass certain skills and knowledge on to their children that help them to succeed in education and that it is not about lack of aspirations.

Researchers have also linked parents' social class backgrounds to performance in school. Those from high social class backgrounds tend to outperform those from low social class backgrounds at primary and secondary levels (Barr-Telford, Cartwright, Prasil & Shimmons, 2003:370). The performance of learners during the initial stages of schooling is of twofold importance for accessibility to post-secondary education: first, if learners do not have good grades; they will not be accepted in post-secondary education levels.

Second, learners with low grades will not have access to scholarships (which are often based on grades) (Ouellette, 2006). The implications of these findings on performance and social class confirm Bourdieu's notion of social reproduction. The effects begin at an early stage in education. We have seen that the parents' income and education influence the participation of their children in post-secondary education. Frenette's (2007) research takes the analysis one step further by examining the factors that influence participation.

His research findings indicate that 30% parents' education level, 20% reading ability, 12% financial constraints, and 12% parental expectations predict educational achievement.

This finding suggests that cultural capital defined by parents' education continues to have an influence on the level of education attained. Another variable that is closely linked to both economic and cultural capital is parental occupation. There is definitely a relationship among parents' education and parents' income and respondents' education.

However, the effects of parents' occupations have not been researched. One should expect that the nature of parents' occupations plays a role in the education level attained by offspring. Previous research has shown that children of doctors and lawyers also tend to enter into professional fields, whereas children of manufacturing workers and construction workers tend to follow in their father's footsteps by pursuing manual labour jobs.

In 1985, Canadians over the age of 25 whose parents were professionals and managers were five times more likely to complete university than those from working class families (Nakhaie, 2000:577). Although inequity was still evident in 1994, the ratio was reduced. Those from professional and managerial backgrounds were four times more likely to complete university than working class learners.

A study by Bourchard and Zhao (2000) also looked at university participation by parental occupation and found similar patterns of inequity. Those in the lowest quartile of occupation status (based on the Blishen Occupation Scale) were less likely to obtain a university degree than those in the highest quartile. Andres and Grayson (2003:181) also found that parents' level of education and occupation affected the level of education their children pursued (Andres & Grayson, 2003:181). Those from high occupational status backgrounds have been found to be more likely to attain high levels of education than those from low occupational status. This further confirms that cultural capital is passed onto their offspring, which, in turn, attests the level of education obtained by their children.

Furthermore, Wu's (2009) study of 1,510 tertiary institution students from five Taiwan main universities confirms that compared to low cadre universities, the majority of students at those five universities are students from a good socio-economic background.

2.7 PARENTAL IDEOLOGICAL VIEWS AND ACADEMIC PERFORMANCE OF LEARNERS

Several researchers, namely, Marjoribanks (1972:103), Walberg (1972:69), Kellaghan (1977:754), Burns and Homel (1985:518) and Kurdek and Sinclair (1988:791) have "detected a link or a relationship between the "home environment and pupils' academic achievement". This relationship is attributed to numerous variables. These measurable variables include *inter alia*, parental structure, parents' occupational status, parental involvement and parental managed learning programmes. The present study poses a question: Can these variables impact upon Nigerian pupils' performance? Abrahams 1996:768 states that the family is where one gains a great deal of experiences related to humankind. Bloom (1984:4) demonstrates that parents' actions at home are reflected in the children's academic ability. Learners' academic morale will not be boosted if parents fail to encourage or stimulate action. Bradley (1985:11) argues that the home environment has a relatively stronger influence than the learning environment. Bradley adds that:

This holds true because Scarr and Weinberg (1976:726) "examined the test performance of black American children of educationally average parents. These children were adopted by educationally advantaged American white families. Researchers found that the adopted black American children scored as highly on IQ tests as did white children".

Several approaches have been made to separate various aspects of the upbringing of a child from one another, considering a child's visible behaviour. On the other hand, various proponents of child-rearing methods attempt to point out particular types or styles of

bringing up a child correspondingly to some groups of child rearers' habits. Some parents might be accommodating and are extremely weak in terms of behavioural and psychological control; another group might be accommodating, good at the behavioural control but low in emotional regulation. This consideration can be necessary for researchers with a special interest in cultural groups. Baumrind (1978:239) postulates that the white, middle-class Americans are better than parents from other backgrounds, in the sense that they have a specific method for a child's upbringing. The white, middle class American method of upbringing has become the common universally used child rearing techniques and it has been extremely dominant. Baumrind's (1978) earlier ideas on child upbringing were not explanatory owing to the dimension of parental kindness, behavioural dominance, emotional control, and other previous representation of child-rearing techniques. Darling and Steinberg (1993:487) have tried to bridge the gap. Baumrind (1978) pioneered consignment method with research on these three dimensions of parenting. Among the child, upbringing styles are parents are categorised as authoritative or indulgent. There is also a fourth group, different parents, who are critically low in warmth, low in firmness and restrictiveness. Most empirical research proposes with regard to the western culture, the authoritative, authoritarian, and permissive indifferent styles account for the way the majority of parents bring up their children.

Marjoribanks (1984:690) hypothesises that "the two-parent family setting has an advantage over other family structures with regard to school performance". He detects a difference between children living with both parents and those living with other types of families. Kurdek and Sinclair (1988:791-827) assert that "when a child stays within a family, relative or single parents, it is often reflected in the academic performance of a child". However, this review is necessary in order to know what has been done by other researchers and how this study will contribute to the existing body of knowledge.

2.8 SOCIAL CAPITAL AND EDUCATION

Putnam (1993) submits that social capital is an account of how group solidarity and institution building may unfold. Also, Coleman 1988 posits that the “ideals of social capital express faith in neoclassical formulations of rational choice and the local group's efficacy in enforcing its conserving tendencies and sacrosanct norms. Sociology of education and its impact of socio capital on education has been mostly influenced by two great scholars, namely, Bourdieu and Coleman. Coleman's submission attracts attention in that it has the basis in the discussion of his enormous data survey and his input on social capital through his seminal paper presented regarding social capital to human capital. In his early research, Coleman 1999 observed the performance of children of the black race in American secondary schools. His submission attracts attention. He submits that conventionally. Basically, Coleman 1999 anticipates that the academic performance of children from economically well placed home will be far better than those who come from a less privileged background. Cultural and economic background of a child is reflected in his skills, knowledge and qualifications which makes human capital. Coleman has been able to open people's eye to the length and breadth of this general rule through his research work. However, scholars believe that Coleman's submission were sudden and unanticipated. Therefore, his work has properly subjected to analysing the power of networks to detailed scrutiny.

Sandra Dika and Kusum 2002 in an educational research review into social capital submit “that much of the work conducted between 1990 and 1995 was characterized by a focus on minority ethnic populations” According to Dika and Singh (2002: 36). Coleman was himself responsible for a number of follow-up studies. (Coleman *et al.* 1982; Coleman & Hoffer, 1987). According to the academic achievements of the less privileged in private and public schools, confirming the impact of faith-based schools on pupil achievement, and also demonstrating that Catholic schools have substantially lowered dropout rates among learners of similar backgrounds and ability levels.

Many researchers have carried out different research outlined to try-out Coleman's concept. This sustains Coleman's discoveries in reference to learners' academic

performance. However, it should be added that, recently, many scholars condemned Coleman for not considering the effect of parental choice of school selected for their children and its impact on their academic performance. Heckman and Neal (1996: 94) submit that, the evidence of studies that were deliberately designed to test Coleman's propositions is therefore problematic. While the findings are broadly consistent with Coleman's, the possibility remains that the explanation lies at least partly in the decisions made by parents, which means that his sample suffered from an inadvertent selection bias. Dika and Singh (2002:37) submit that "current research has confirmed that social capital has good relationship with educational results". In addition, Dika and Singh (2002) observed the relationship linking social capital and academic success. Most scholars institute a workable correlation linking various results from the two sides (Dika & Singh, 2002: 41). Nearly all of these researchers likened the academic success of child to social capital of the parents. Among the scholars, one likened the correlation between achievement and two social capital indicators from different view. He suggests that the success might be effort of the school or the parents or both. He also states that other factors might also be the reason. Nevertheless, Dika and Singh (2002: 43) added that "it is yet not understood, the role played by social capital in the academic success of children and the request that further research be carried out in this regards. They call for further research exploring the power of networks into the way that different factors are in turn allied to 'access to and mobilization of social capital'".

Research discovery proposes that social capital may give counterweight to economic and social disadvantage. Up till moment, as already confirmed, number of studies has observed the impact of social capital on the education of the less privileged children. Stanton-Salazar and Dornbush (1995) establish some assistance for primary hypothesis in their study of social support amid Mexican origin learners in Californian high schools. They found that the learners with good marks and desire generally had higher height of social capital. Furthermore, Stanton-Salazar and Dornbusch (1995: 130) discovered that "opportunity to social capital is essential for learners with more than one language than learners whose mothers tongue is English. He also suggests that the Hispanic learners

see social capital as an opportunity to reciprocate their lapses in other aspects. According to Coleman's submission, Stanton-Salazar and Dornbusch (1995: 131) social capital likely gives unusual notable educational support for the learners that are otherwise comparatively underprivileged. In addition, Stanton-Salazar and Dornbusch (1995) discovered "learners' performance specifically indicate the number and scope of weak chain grades were particularly related to the number and range of weak ties.

If recent research strongly confirms the importance of social capital, it also constitutes some momentous problems, in related to Coleman's proposition. Coleman examined social capital as hinged basically on the family, highlighting its duty the adolescent's cognitive growth and also the amount of social control such a child received. Coleman asserts that migrating from one environment to another destroys social capital of a family and has negative impact on the children's education. However, it has been widely discovered that immigrant youth typically do better than expected in school after acclimatizing for their parents' economic and social circumstances.

Lauglo (2000:167) found that a detailed study of enrolees at four Toronto secondary schools showed that while family moves could reduce high school completion rates for some young people, the loss of community resources was often mitigated by higher levels of direct parental support. In a survey of young people in Oslo, Lauglo (2000) found that young people from civilized nations have better modified reaction towards their education and all other exploring power of networks, ethnic groups. On the contrary, ethnic Norwegians showed such traits least often, and these differences in outlook tended to be mirrored in variations in performance.

Researchers have also shed critical light on Coleman's rather conservative view of mothering (Morrow, 1999). Among other things, Coleman assumed that maternal engagement might diminish the benefits to children of the family's social capital.

Therefore, he feared that rising employment levels among women were likely to produce long-term damage to the stocks of social capital. Yet an attempt to subject this belief to empirical investigation, exploring the findings of the National Longitudinal Survey of Youth, found 'minimally negative effects of early maternal employment on child outcomes'. Basing their findings on test data for young children and patterns of parental employment, the authors confirmed that family generally exercised a significant influence on both verbal facility and behavioural patterns. Maternal employment had a negative influence on verbal reasoning alone, and then only where the mother's job was low in skills content. The same study also showed that paternal underemployment could have negative consequences on behavioural problems.

Coleman's contributions can be condemned for concentrating mainly on a particular educational institution. It is understandable that his area of interest is association among the adolescence. His research findings of social capital were narrowed to school stage. He hardly touched later stages of formal education system. He also completely neglects the learning of informal setting like place of work. Bourdieu has considered the role of the *grandes écoles* in reproducing privilege among the elites in France, but his major work on the tertiary education system in French focused on reducing social capital by using academic as a tool to improve their relative positions among scholarly ranking instead of using social capital to determine student's positions.

According to Bourdieu (1988), there is no reason to suppose that people cease to enjoy educational advantages arising from their social relationships once they leave school. On the contrary, a study carried out by a respected French scholar on adult learning in mining community close to Lille in the early 1970s indicate that when the rate of commitment to ethnical community jamboree were the same between members and non-members in education. More importantly, the rate of involvement in using education network strength was increased among participants in other contemporary aspects of social life that linked them up.

Hedoux (1982: 264) juxtaposes that this finding contrasts with the results of a more recent study of lifelong learning in Northern Ireland. The findings further indicate that while a good social capital has the strength to support the worth of placed on academic achievements within adolescents, this can also give replacements for well-arranged learning within adults who may wish to learn new things from neighbours and friends instead of passing through the four corner walls of the classroom.

According to Field and Spence (2000) and McClenaghan (2000), a related practice is observed within small establishments in Britain, where learning by practice is embraced, supported by the people who know more about the practice such as, parents, elder brothers and sisters, loyal elder staff, friends. In such a practice, formal learning is completely discouraged. Hendry *et al.* (1991: 20; Matlay, 1997). Research is also in progress on the impact of education on social capital. This is simply because learners are used to each other. Learners grow up together both in the school and in the community. But there have been relatively few studies of friendship networks among pupils and students. An observation of communication method among three young people, students from university, other tertiary institution students and jobless revealed that there are many advantages than jobless people.

Emler and McNamara (1996) Students of University has internet opportunities which has connected them globally, this can be seen as weak link towards future endeavours", Full time workers doesn't have much connections like the full time students despite that they are more friendly. According to Emler and McNamara (1996:127), there is a distinct correlation between members of network and elite education pathways, though these correlations have not been explained in terms of social capital. Generally speaking, a group of researchers confirms the positive effect of social capital on human capital. This group of scholars added that the impact of social capital is very significant. It is likened to good academic success and this seems to emphasise truth about adolescence from a less privileged home. In Lauglo's (2000) words social capital can overcome the disadvantages of social class and weak cultural capital.

(As yet, though, it is not clear exploring the power of networks whether this pattern is a general one which holds good for all forms of disadvantage, or whether it is very dependent upon specific contexts. There is less evidence respecting education after school, but what is being called into question is this simple model of a one-way influence that is largely benign. Lauglo (2000:154) also added that in some other respects, the confirmation on education as well as social capital equally seem to mark the complication of the association be important. This suggests that Coleman's model of the family does not have a strong heart to bear what it was supposed to be meant despite these limitations and inability, of recent, the association between social capital and human capital is seen to be one of the powerful verifiable regularities in the social capital literature.

Glaeser *et al.* (2002: 455) added that, "despite our lack of full understanding of what social capital entails, we can observe the close link between people's social network and their academic achievements".

2.9 Learners' achievements

The primary aim of any educational institution is academic success of learners. Educational success is therefore the basic concern of academic institutions such as the headmaster, teachers, parents, learners, and the entire community. Scoring high marks by the learners gives them fulfillment, happiness and believe in himself or herself and also cultivate confidence within the learners and academic stakeholders. This point was submitted by numbers of academic scholars.

Good marks do not come on platter of gold but has to be worked for and on this note, stakeholders should be alive to their responsibilities in order to achieve their mission.

Appelbaum (2002:41) argues that success of the learner's demands that every stakeholders of academic settings should respect one another and embrace team work for academic achievements of every members of the classroom. Another major concern is that every individual concerned should understand what it takes to achieve their desired

aims as regards the academic success of the learners and should work together as a team. When good marks are not obtained by learners, such learners will feel they are a failure and be disappointed. Such a child will also feel frustrated.

In the real sense, reading and writing cannot be ruled out of literacy practices. Reading and writing support helps learning process. A literacy practice is one of the major factors in the learning processes. On this note, Barton (1990:1) submits that issues like this is called crisis in education. In such a situation, when blames are apportioned, teachers are usually blamed and some teachers eventually lose their jobs.

Reading and writing are the major skills in education process through which learners' achievements are initially assessed. These skills have to be used in the classroom when learning is taking place, and also when examination is in progress. Written examination is the major way in which Uganda primary and secondary school's learners are assessed. Barton (1991) observes that this facilitate the growth of such skills an urgent matter to be attended to because it is the same skill that learner's performance will be assessed.

Barton (1999:1) added that there are notable problems in education. This was deduced in the discussion of every community members, and their major discussion focused on reading and writing. This has generated more controversies in among community members.

Street (2003) postulates that "during education of a child, the literacy practices such a child is exposed to has a life time impact on the academic performance of the child. But in Uganda, the examinations are written in English language, therefore reading and writing in English. Therefore, for learners to perform brilliantly well in their examinations, he or she must be very good in English language and for learners to have accomplished an expected level of fluency in English. Therefore, there is a need for exposure to academic language.

While analyzing the literacy problems in the less privilege South Africa, Neuman and Celano (2001:826) contribute that learners in such environments are very poor in reading and this is owing to lack of sufficient access to libraries and books that most of their parents could not afford to buy. Furthermore, they also contributed that some parents could not afford needed expenses to facilitate literacy and to develop literacy practices among their children (ibid). In addition, they also stated that inability to provide for children education affects academic performance of such child. Moreover, they expressed that any parent that want his child to read fluently and understand the role literacy in life achievements should provide stationeries needed (ibid).

2.10 Involvement of Parent and Children's Educational Achievement

El Nokali, Bachman and Votruba-Drzal (2010:988) stated that, "behaviour of parents towards the academic success of their children both at home and in the school is what we called parental involvement.

Karbach, Gottschling, Spengler, Hegewald, and Spinath, (2013: 43) added that, outside definition above, the term 'parental commitment' has also been lightly used to describe various activities as well as parental behaviours that are categorized under the concept of PI. These include activities such as attendance of school activities by parents, parental guidance with children's homework and different styles of parenting. This heterogeneous nature of parental involvement has made it a problematic concept in terms of comparing empirical findings across studies.

El Nokali, et al. (2010:988) highlight that parental participation primarily refers to parental attitudes in the home and school environment. These authors argue that there might be direct connection between parental attitudes and styles and positive academic performance of learners.

While there are different classifications of different methods, Fan and Chen (2001:1) have identified different kinds of parental involvement, namely, home-based and school-based types. The school-based method has to do with the communication among teachers and parents or the way they participate and show up to school events. Conversely, home-based method talks about academic pursuit and parental control, help and motivation of studying at home.

Addressing the idea of involvement from a multidimensional approach, Radu (2013: 167) suggests that there are three categories of involvements. These include conduct involvement, cognitive-intellectual involvement and personal involvement. Conduct aspect involves home and school based involvement method. For example, functional communication linking home and school, willing offer at school and willingness to assist help assist in terms of assignment at home at home. Emotional intelligent participation indicates that parents introduce their children to educational programs that that will raise children interest to academic world. Individual involvement talks about behaviour and prediction of parent on the worth and cost of implication at school. As Cohen (2001:183) argues, these multidimensional perspectives on individual participation allows not just the concurrent evaluation of various feature of parental attitude, it as well help analyse various link among a particular aspect of association and a notable aspect area of educational growth, for example reinforcement and academic success. (Gonzales-DeHass et al., 2005:99). The last few years have seen increased interests by researchers and educationists in the impacts of PI on the academic achievement of learners, particularly adolescents.

A ground-breaking example is the study by Hill and Tyson (2009). The two authors “examined the consequence of various kinds of association on success in a meta analytic method”. The above findings discovered numbers of reasons which were as a result of school and home-based involvements, as well as educational socialization. Academic socialization can be traced to contribution made by Radu, (2013: 167), that idea of individual involvement is called patent to child and this marks a good mastery of the task

ahead and also gives reason for the primary aim of academic success (Radu, 2013: 167). At the end, Hill and Tyson's meta-analytic approach revealed a correlation between parental involvement and academic performance.

Further, Jeynes (2007:82) and Fan and Chen, (2001:1) have all found similar results in elementary school. More importantly, it is noteworthy that the efforts of parents assist to facilitate a good academic excellence in learners. Also, the extent of relation of parental involvement and academic performance depends on the activities and effort of the school (Hill & Tyson, 2009:740). If home-based involvement only has to do with assisting the learner with homework, it will not have much to do with achievement. But, home-based involvement that has to do with assisting in other aspect of academic facilitate school academic achievement.

Moreover, through their related studies, Fan and Chen (2001:1) suggest that exposure through education has proven to be the best determiner of educational success in connection with effort of the parents. This is particularly in the way it links with supportive parental attitudes to the students' independence, as well as school work and future goals all of which are built on the growth of interiorized encouragement for success, and gives an association between knowledge enhanced in school and future ambition.

However, other scholars such as Levpuscek and Zupancic (2009:541) have warned that it is not all involvement of parents that brings about educational achievement. In addition, some other research indicated that parent's participation and their insistence toward achievement has its own effect on academic performance of a child. Levpuscek and Zupanic (2009:541). As Niggli, Trautwein, Schnyder, Ludtke, and Neumann (2007:1) and others argue, "these studies also indicate that been too harsh at learners, shouting at them, criticizing them and punishing them every time they are wrong or punishing their academic performance is not up to our expectation, might affect the sense of competence in a child". Particularly, such impacts have been noticed to be very high among adolescents (Gonzales-DeHass et al., 2005:99).

One of the important factors between parental involvement and academic achievement is age-related changes, which have been noted to be very evident both in primary and secondary school (Hill & Tyson, 2009:740).

Hill and Taylor (2004:161) and a number of scholars stated that school-based involvement is a necessity most especially in primary school setting. Since parents visit the school, that makes them know more of the school syllabus, hence, they are able to assist their children in line with the syllabus. According to Hill and Tyson (2009:740), unlike the primary school, this case is not the same in secondary school, home-based involvement among secondary school learners takes a great position. It gives help to secondary school learners in terms of their assignment, motivate them and gives them freedom of time, and create in them sense of maturity. They know when they are free, and when they are supposed to have lesson.

Scholars believe that if schools should ignore school-based involvement, the school environment will look completely strange to learners and this will make the academic task a little more difficult and in such situation, parents will have to be more alive towards their children's school work (Sander & Epstein, 2000:61).

Lerner and Steinberg (2004:45) added that early growth in terms of intelligence and physical growth brings about early adolescence. At this stage, adolescence is grown enough to say what he wants or not, he or she is able to learn from previous mistakes and decide on the what he or she wants to become in the future. Therefore, the more the student grows in autonomy and independence, the more irrelevant and ineffective will be direct school-based parental involvement (Seginer, 2006:1).

2.11 Economic Destitution and Growth of Black Children

The result of works of scholars such as Caro, McDonald and Willms (2009: 558) as other similar works in the same field has shown the relationship of socio-economic status and child outcomes. Particularly, children from poor background or parent whose income are

poor perform academically poorer (Pinder, Hughes et al., 2001). Merriam-Webster Dictionary stated that “poverty is the inability to acquire basic needs among which are acceptability, money and other necessary materials”.

Poverty kills child’s interest or willingness in going to school. This is because a poor child will not be able to afford everything need in school. He will be looking at other colleague whose need is catered for, from school uniform to school sandal, to food taken to school, such a child at the end might feel inferior. For instance, children's preschool vocabulary often leads to imbalance in cognitive growth and academic achievement (Duncan, Ludwig, & Magnuson, 2007). In this regard, the academic study of Joe and Davis, (2009) and others have suggested that “there are harmful outcome of lack in the life of children”. These have also been identified from psychosocial and socio-emotional outcomes in the studies by Evans and English, (2002: 1238) and Welsh, Nix, Blair, Bierman, and Nelson, (2010:43), McLoyd, (1990: 311) submits that the historical narratives of the black people in the US indicate that poverty seems to be particularly detrimental owing to the intersection of race and socioeconomic class. Furthermore, cumulative risk perspectives show that impoverished urban black youth are likely to have fewer resources and experience less effective parenting practices (McLoyd, 1990: 311; Lansford et al., 2004). Therefore, the scholars’ belief is often owing to social and parental stressors” (Anderson et al.). Winslow (2001) added that “these black youths are also characterized as those who live with a greater incidence of concentrated poverty in less safe neighbourhoods than their peers owing to housing discrimination and segregation. Communities are full of racial segregation and socio-economically differentiated, with similar families living close to each other, often based on access to transportation and affordability of housing. Prices of commodities going up are a problem for families that are poor, because of this, the gap between the rich and the poor is getting wider (Fry & Kochhar, 2014:1840).

As a result, Winslow (2012) noted that many communities have some houses that are occupied by poor and low life families particularly those within concentrated or stickily poor areas, where majority of people in the areas are very poor. This state of living environment and conditions can be critically unbearable for those that are living in the area, since the unequal distribution of resources affects all aspects of social organization for children’s well-being such as insufficient

of needed amenities. These include parks, shopping malls and underfunded schools (Wilson, 2012).

In this regard, it is of high importance to understand the overall impacts of such environments as mentioned earlier on children and youth family life, academic and psychological well-being. This is because almost half (45%) of all Black children who are economically impoverished live in concentrated poverty, relative to 39% of American Indian, 35% of Hispanic, and 12% of White children (Economic Policy Institute, 2013).

2.12 Family Stress Model

The Family Stress Model (FSM) is the theory that explains the relationship between environmental risk, familial well-being, and child outcome (Conger et al., 2002; McLoyd, 1990:311). The model recognizes and links poverty and economic loss as the major debilitating factors to negative family functioning variables such as emotional stress and parental relationship which brings about child socio-emotional problems. Under the model, poverty is seen as a risk factor that contributes to less desirable psychosocial and socio-emotional outcomes. The model has been found wanting in the sense that it fails to address other aspects of such as school preparation and academic functioning. Focusing primarily on parenting behaviours, the model does not address the interaction with the child, as well as the potential positive contributions from parent to child.

2.13 Emotional Behaviour

2.13.1 Maternal downturn

One of the major health factors that may affect parental involvement and effective functioning towards playing supportive roles in their child development is their psychological functioning, particularly depression among parents (Augustine, & Crosnoe, 2010: 274). These authors describe parental depression as high rate of unhappiness, irritation and mood persistent moods swings.

The results of the studies conducted by McLoyd (1998:185) and Wood, Yung, and Pantelis, (2013: 1), revealed that parents, especially mothers who are diagnosed with higher levels of symptoms of depression, are less positive and effective in their parenting styles and behaviours". Augustine and Crosnoe (2010:274) demonstrated example of this in their longitudinal data since which they attempted to establish the possible association between mothers' stress and academic success of children. The results of their data analysis showed the high rate of mother's stress that lead to poor educational success for primary school learners that were not educated juxtapose with educated mother.

Similarly, Pavlo, Paulson, Rasin, Abadi, DeWitt, Madden, and Stonebraker, (2009: 165) establish the connection between mother's stress to language and ability to read. The key point of their findings is an indication which shows good behaviour of a parent can close the gap between mother's emotion and child's academic success. This notwithstanding, the low point or rather weakness of the study was its one-sided and limited focus another side of mother's emotional behaviour and another side of parent and child relationship. Other aspects that are also important to parental psychological functioning are unhappiness, stress and other aspect of parenting.

2.13.2 Challenge of motherhood

Loyd and Abidin (1985: 169) explain maternal parenting stress as the reports of the rate of rigour, problems that mothers experience on a daily relationship with their children. In this regard, it has been shown that mothers who experience high rate of parental challenges are of no little or no relationship with the child, so also children with lesser mental ability (Gershoff *et al.*, 2007; McLoyd, 1998:185 ; Nievar & Luster, 2006).

Also, results of related study indicated that stress affects mothers' responsibilities and duties (Gershoff *et al.*, 2007). Similarly, some research works have established relationship between additional stresses in motherhood to reducing mental ability which at the end added to language deficiency (Nievar & Luster, 2006). In this regard, what is clear and similar in all these studies is the association between motherhood challenges and academic success are the consequences

of declining positive parenting practices. Therefore, it is not certain that motherhood problems can be worsened owing to economic situation of the environment (McLoyd, 1998:185).

2.13.3 Parenting:

2.13.3.1 Mothers Good Preparation

Landry, Smith, Swank, Assel, and Vellet, (2001) assert that kindness of a mother has a great impact in education of a child and what he or she will become. Study findings revealed that black American primary school children from a financially poor background with kind and lovely and supportive mother shows better school skilful preparation and social acceptance (Jackson, Brooks-Gunn, Huang, & Glassman, 2000). Relatedly, Connell and Prinz (2002) sampled poor black American families in relation to kind and acting parenthood like good language and social skills.

Furthermore, Hill (2001) surveyed the less privileged black American children. He discovered that mothers' kindness and effort to the children boost their academic performance. The key and similar point of these studies and related ones (such as those of McWayne *et al.*, 2004 ; Mendez *et al.*, 2002) in relation to sampling of African American children is the established proof that kindness of the parents can facilitate their children's interest in education.

2.13.3.2 Maternal home learning stimulation and readiness

Britto ..and Brooks-Gunn (2001), Hart and Risley (1995) and Parker *et al.*, (1999) have "demonstrated through their recent and varied researches various forms of effective learning at home such as reading, poems have a lots of mental benefit to the children.

Particularly, Britto and Brooks-Gunn's study (2001) results showed mothers' language, home territory and the standard of mother's help has to do with good academic skills of black American child".

Furthermore, Parker et al.'s (1999) exploratory study has also discovered that there was direct association between the advancement in child to parent association and learning environments as well as facilitate preparation of the school in various aspects of poor children. Added to this, are the findings by Barker et al (2012) which revealed two areas of mental learning at home in majority of black American families.

2.13.3.3 Ethnical socialization and willingness of mothers:

Researchers have also tried to establish the dynamics and interplay such that well cultured parents taught their children about culture. Also, these “findings have shown that apart from impacting knowledge, Black American mothers teach their children what our culture is all about, greetings, religion and other aspects with their children as an important aspect and agent of cultural socialization and readiness (Coard & Sellers, 2005).

Hughes (2003) and Hughes *et al.* (2006) added that racial interaction leads to improving children's knowledge about their culture, ethics and norms of the society. There have been series of studies that sought to understand the Black Americans mother effort in promoting exposing culture to their children such as practicing discussion around racial/ethnic heritage with their children. In this regard, O'Brien-Caughy et al.'s (2002) study came out with unique findings. The authors discovered cultural exposure taught at home helps better understanding of children and the best method of addressing issues.

Furthermore, Black American mothers who know about culture taught their children in the primary school to be proud of their cultural practices. The authors conclude that “exposure to once culture before school admission helps in the growth of knowledge (O'Brien- Caughy et al.'s 2002).

2.13.3.4 Numerical risks and willingness

Bronfenbrenner (1986) claims that demographic factors play a role in which mothers who are very sound mentally and alive towards encouraging children towards school. For instance, as McLoyd (1998) suggests, illiteracy of a mother have negative effects on the mothers' mental ability. This is because, as other studies show, averagely, educated mothers and good income will be able to support their mother's education better than mother's illiterate mothers and low income mothers (Hill, 2001; Sirin, 2005).

In the same vein, it has been noted by Brooks-Gunn *et al.*, (1993), a high presence of SES is seen as a positive indicator of three interlinked factors namely; standard of home location, carefulness of the parents and children's academic success. Similarly, the authors confirm that, children brought up in good environments with wealth and good education, aged mothers may have academic excellence (Brooks-Gunn *et al.*, 1993; Duncan & Brooks-Gunn, 2000). What has not been easy to establish from different studies conducted on these issues impacts of parent in relation to the populations of children in that home. However, studies conducted by Heer (1985) and Cronin and Greenberg (1990) and others show that the more the children in the home, the more the stress faced by the parents.

Overall, studies' findings pointed to positive the influence of demographic factors in the early development of young children. As a result, six study-generated demographic variables related reduce the positive results for children remains identified as follow: families' poverty status, unmarried parents, age and educational level of mothers, environmental conditions such as safety of neighbourhood and number of siblings in a given home.

2.13.4 Parental success according to philosophy

Parental beliefs as an important aspect in child development and academic achievement had been area that has been largely ignored in relevant studies. However, the last few years have seen a wide range of research interests in this field.

The reason for the renewed interest is motivated owing to hypothesis which says children's growth end results are influenced to a large degree by the activity attitudes of their parents on

one hand and on the other that these parental attitudes and actions are facilitated by philosophy of the parents (Murphey, 1992). In this regard, “recent study identifies three types of parental beliefs as follow: projection of parents about achievement in the academic of their children, parents’ beliefs about their children’s average abilities at a particular age, and projection of parents about their children’s capacity”. Parents’ expectations of their children’s eventual educational achievement particularly the probability of whether their children will further their academics to tertiary institution or not, have been shown to be linked to the academic success of children both in the past and at the moment (Fuligni, 1995).

Also, Graham’s (1994) contributed that, “such linkage can only be established through studies on poor black American families where parents have a good plan for the future of their children (Mickelson, 1990). “With regards to parents’ taught and projection for the academics of their children’s abilities, previous studies have shown that the more the parents hold positive perceptions about their children’s abilities, the better or higher are performances of children (Miller & Davis, 1992). On the contrary, a few other studies suggested that there might not be significant link within parental philosophies and academic success of children particularly in low-income minority children.

2.14 Parental success as a result of encouragement

Consistent with the discussion above, many Black American parents in poverty situations do inspire the educational achievements in their children against all odds, while some borders do not to inspire their own children (Rosier & Corsaro, 1993; Zimmerman & Arunkumar, 1994). In view of this observation, “it is necessary to identify those relevant parental attitudes and actions that can reconcile the link assumption of the parents with their children’s achievements in economically disadvantaged minority families”.

As many scholars have observed, some of the parenting attitudes and actions which has link with children’s educational attainment and parenthood method, teaching of morals, assistance in home assignments and participation in schools (Dauber & Epstein, 1993). It must be noted that

relevant studies in this regard have largely used the case studies of children that just gained admission to schools (Entwisle & Alexander, 1990).

2.15 Duties of Parents and Family

Many scholars such as Fry and Kochhar (2014), Conger et al., (2002) and McLoyd (1990) have argued that poverty, being a debilitating factor, can lead to less desirable outcomes in children. However, other scholars such as Bowman (2013) have also identified important factors in the Black family and community, such as religiosity and communalism, which can also serve as mitigation against the negative impacts of poverty as these can protect youth from negative pathways. In this regard, Bowman (2013) points at the personal and accustomed resilience or the capacity to sustain in the expression of unfavourable situation so that adolescence and families can prosper irrespective of the pains of hardship and its related problems like discrimination increased daily stressors.

Besides these social and religious resources, other scholars have identified family's social networks, norms, and values that engender group cooperation as having positive relationship to academic preparation of children and success (Sampson, Morenoff, & Earls, 1999). Although there are divergent opinions on the direction of influence of Black parenting behaviours on child well-being, relevant studies have shown that firm and supportive parenting can make positive impacts on young learners' reading abilities as well as their and psychosocial well-being (Wu & Qi, 2006; Horn, Joseph, & Cheng, 2004).

As Clark, Lempers & Netusil (1990) reveal results of related studies and researches have shown that there is direct and indirect association between how parental financial challenges impact school performance and produce such negative effects such as children's depressive symptoms and externalizing behaviours (Lee, Lee & August, 2011). This association is best understood in the ways in which financial challenges affect parent's themselves, particularly their own well-being, susceptibility to depression and other parenting behaviours, which may not be positive.

Alongside the FSM, scholars have found that there is an interrelationship between socio-economic indicators (i.e., poverty) and effective functioning of parents as well as children development and academic achievement. Therefore, protective processes at the familial level tend to perform by way of familial functioning as a mechanism. Unfortunately, most literature in this field of parenting study does not pay much attention to the support system inherent parent-child relationships in support of the most vulnerable of families (Iruka, Burchinal, & Cai, 2010). Yet, certain literature indicates that Black mothers are less warm and open with their children (Jackson-Newsom, Buchanan, & McDonald, 2008). Other scholars have countered this claim and suggested that such might ethnic differences not be the case within low-income families (Hill & Tyson, 2008).

This notwithstanding, Ingolds Shaw and Garcia (2001) have argued that a good relationship with at least one parent yields less conflictual relationships with others. This will likely be the case because affective interactions between parent and child have been found to have link to young children's ability to react empathically to the distress of others (Radke-Yarrow & Zahn-Waxler, 1990). Further, Connell and Prinz (2002) add that kind, and good association are linked to school preparation such as social skills, receptive communication skills.

Authors and researchers share similar position on the importance of parent-child relationship to children/learners' successful development and entry into school. However, others hold different views that the constructs by mainstream psychology as ideal for all children may not take into consideration the often stressful contexts in which impoverished black children are reared (Halpem, 1990). This is in the sense in which Nobles (2007) argues that the knowledge gap on the subject and issues surrounding is extremely wide, regardless of the fact large amount of data have been accumulated over the years.

2.16 THEORETICAL CONSIDERATIONS ON CULTURAL, SOCIAL AND ECONOMICAL INEQUALITIES

2.16.1 Social reproduction theory

The theoretical perspective on which this study is built is Pierre Bourdieu's social reproduction theory. Bourdieu explains that the culture in public school's places children from a low social class at a disadvantage. Although Bourdieu's theory focused on the French educational system, the factors discussed in his theory explain how social reproduction continues through the education system in France. This is also applicable to the education system practiced in Nigeria. Bourdieu's theory of social reproduction is applicable to the study for two reasons. One, it helps to answer the research question; "What factors account for the differences in the academic performance of secondary school learners in both urban and rural environments in south-western Nigeria?". Second, the theory is applicable to the Nigerian context. As noted in the review of literature, previous research has contributed to the understanding that the cultural and economic backgrounds of parents influence the academic performance of learners.

The theory of social reproduction by Bourdieu concentrates on how education reproduces imbalances. Civic education started within a socio-historical context where people apply symbolic domination. The standardisation of education accommodates a regulation of knowledge. This allows people in power to take over the social control, social selection

and symbolic dominion. For example, the materials produced for education (such as textbooks and the curriculum) and particular practices (such as testing) are used to perpetuate a regime of dominance.

Bourdieu and Passeron (1990) examine the external pressure faced by the school and its freedom to operate as a manufacturer of knowledge. Government implementation programmes such as programme evaluation, curriculum testing and national testing present schools to the community as factories produce knowledgeable learners (Bourdieu & Passeron, 1990). The techniques and conditions stated in Bourdieu's theory will help us to understand how to apply his social reproduction theory. The major concept used in Bourdieu's social reproduction theory is 'habitus.' The term "habitus" helps to explain how the character of every individual is developed and how his/her belief system is developed. Habitus can also be explained as a set of characteristics or emotions that involve feelings, conceptions and happenings. The habitus is the accumulation of the results of exposure to the arrangements in different disciplines, which individuals encounter (Bourdieu & Passeron, 1990). In addition, one can add that the habitus is unique to every individual (Bourdieu & Passeron, 1977).

Bourdieu further explains that the development of the habitus is based on a dialectical relationship between one's actions (he uses the term "practice") in reaction to the structures of the vicinity/idea (he uses the term "field"). This, however, enhances the incessant rebuilding of one's habitus. People easily adapt to the environment in which they find themselves (Bourdieu & Passeron, 1977). Considering Bourdieu's concept of habitus, people easily adapt to the predominant practices in their new environments. For example, low social class children may change their behaviour from a "low social class culture" to a culture that is similar to the middle class. Bourdieu characterises social relations in the context of fields, which he defines as arenas in which people and organisations compete for valued forms of capital. Bourdieu sees society as containing an assortment of fields such as family, educational institutions, workplaces, associations, and many others (Bourdieu 1987; Webb, Schirato *et al.*, 2002). Social relations in different

environments are determined by their capital status. Therefore, every individual begins to compete for the status he/she wants. Hence, inequality exists because those who are in possession of the most capital (the dominant classes) determine what is valued in the society. However, each community has different aspects that are unique to it. However, this habit is created in the minds of people within a specific environment in the struggle to obtain valued capital.

The competition in a field is not a calculated competition. Bourdieu refers to this as “logic of practice.” Each individual's embodied habitus adjusts in line to the external conditions within a field. For example, an individual may behave as the dominant in the field or may set themselves apart. The key is to enhance one's symbolic capital which Bourdieu refers to as “profit of distinction” (Bourdieu, 1990).

One can understand formal education in terms of Bourdieu's concept of field or market (Bourdieu, 1982). Each field contains a set of resources to which a value is attributed, and then they are distributed among individuals who are "playing" in that field. Individuals must compete for these resources because typically they are not distributed in an equitable way (Bourdieu, 1982). Resources can be thought of as material and symbolic practices or things that provide an individual power. In a field, individuals compete for the resources that will empower. Bourdieu's focus is in the process of regulating and attributing value and significance to resources. From Bourdieu's perspective, those in power regulate and attribute value to resources. For example, related to education, a teacher picks a student to wipe the board at the end of the day - learners will compete to wipe the board in order to gain the reputation of being helpful because it is something that teacher's value. Inequity is when a teacher continuously chooses the same student to do the task.

Bourdieu presents three types of capital in his theory, the social, cultural and economic capital. Bourdieu (1986) uses the term “social capital” to describe the collective support that is derived from an individual's network of people who come into a field with a certain

amount of valued capital. Each member in the network provides support for the individual. The amount of social capital that one possesses depends on both the number of people in the individual's network and the amount of capital each individual in the network possesses (Bourdieu, 1986). "Cultural capital" refers to an individual's attributes, disposition, skills, and credentials that are valued in a field. Individuals bring a certain amount of cultural capital to a field with the goal of augmenting their capital. Those in dominant positions hold the most power in a field to decide what is of value, which then ensures that a certain level of prestige is maintained (Bourdieu, 1986). "Economic capital" stands for either money or property assets (Bourdieu, 1986). Each of these types of capital can give a child a good background compared to their counterparts with less privileged capital. Parents with good economic capital can afford to send their children to first class schools (Webb, Schirato *et al.*, 2002). On the other hand, the culture imbued in children from their parents benefits them in different ways. Regarding this aspect, Bourdieu affirms that it is the culture of the dominant groups that is accepted in our educational system (Bourdieu, 1998). For instance, those who draw up the school curriculum have a university background, so that the important valued knowledge comes from the dominant group and this value from the dominant group is passed onto their children at home. Therefore, children from the lower classes need to assimilate the culture of the dominant classes if they want to succeed (Schirato & Webb, 2002:255).

Considering Bourdieu's theory of social reproduction, children from lower social classes are at a disadvantage both economically and culturally. Hence, their chance of succeeding in their academic careers is slight.

2.16.1 Other related theories

The other related theories are:

- Social stratification theory
- Teorii reproduction list
- The modernist theory

- The neo-Marxist theory
- The rational choice theory
- The aspirational positions theory.

2.16.1.1 SOCIAL STRATIFICATION THEORY

Social stratification is known as various categories of every man that made up of a community and the way one is respected and honoured at the detriment of others. The starting point in this study was the theory of social stratification laid down by French sociologist, Pierre Bourdieu. According to the author, there is a hidden competition, basically a struggle between different layers of society. In this perpetual competition between the different classes, the essential means is the capital.

In his essay entitled "*Economic capital, cultural capital, social capital*" (Bourdieu 1998, 155) shows, in addition to the economic capital, two more types of capital: *the social capital and the cultural capital*. Various forms of capital are mutually convertible within certain limits. Bourdieu (2008) buttress that through economic capital another type of capital can be acquired by certain, more or less expensive transforming activities. Another theoretical starting point in my study refers to equity in school choice. As Bourdieu asserts, the school develops a selection system that excludes, by its nature, young people from "popular classes" so they often do not even get to enrol in a school that assigns a higher vocational education (Bourdieu 1978). In this chapter I have also treated the issues of habitus and eth os.

Capital theory means determined venture needed by performers. Coleman (1988) state that the knowledge from the parent to their children cannot be sufficient for children's upbringing. Furthermore, he contends that parents should create options of interacting with each of their children and also inculcate in them the relationship that pass in them better information. Every family that spent on their children's education

will be expecting to see their children performing excellently well in their academics. He highlights that the parents will expect this spending from their children's childhood to help them attain educational success. In addition, Coleman (1988) envisages educational success will escalate children to educational and occupational attainment in the future and enhance good flow of our fundamental system. Because of this, establishment of social capital has generation to generation aftermath. However, establishment of family social capital does not belong to family only, it has to do with schools and this can be called as backing between learners and schools that can be about good academic result. Chain like this can connect people of the community together and also build in relationship that parents and learners have together with the school administration. To mention but few, discussion about catholic schools are better than other schools depends on the impression that religious bonds that joined many partakers, their relatives and also facilitators improves regular measures that can aid educational attainment (Coleman, 1988, 1990; Morgan, Sorensen & Todd, 2009). Also, it is noted, "Catholic Schools may enhance bringing about social capital through social closure; relationship are built among parents of the school".

In 1970, Bourdieu brought about the concept of social capital and in 1980, he connected his theoretical ideas with his concept. Bourdieu points at capital in three dimensions, namely, the economic, the cultural and the social. The earlier mentioned resources are functional and can be legitimately owned through the intervention of distinctive capital. Observing Bourdieu's view, social capital has different dimensions of bringing it to a limelight. He explained trust as an entity which can be dealt with as among typical wrestle in our community. Trust as a protective part of emblematic capital can be utilized in the course of figurative strength and figurative exchange.

Bourdieu was the first person to scrutinize/investigate social capital. Bourdieu (1980) said "social capital is the totality of the resource which has to do with having more pronounced alliance of interactive association" (Bourdieu, 1980: 2). Many definitions also stated that, good behaviour to people is a precious value. Biggart and Castanias (2001) also added that "other definitions stated that deep-rooted relation can economically jeopardize business". Also, Adler and Kwon (2002) define social capital as "the associations among people and companies to bring about achievements or success". Owing to this and its attention on the origination of social capital, Yli-

Renko et al., (2001) explain the procedure as against what social capital stands for. There are three major aspects of social capital namely, Cognitive, Structural and Relational. Structural talks about relationship among actors while relational talks between character and standard of relationship and finally cognitive, shared portrayal, clarification, and system among performers generating last long relationship. Nahapiet and Ghoshal (1998) also submit that exercise aspect is more energetic in character from each other. He also proposes that there are four major elements that contributes to the growth of social capital, they are, stability (i.e. time), interaction, interdependence, and closure. According to (Bourdieu, 1986), the points mentioned help to build the structure of a good social capital. There is a need for stability in that social unveil piled of good will over time. In addition, “increased stability gives room for a tier of non-stop in social construction which later improves the precision and visuality of correlative responsibility and also development of trust and acts of working together” (<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-6486.2007.00665.x/full> et al., 2002; cited Misztal, 1996). Nahapiet and Ghoshal 1998) stated that “building and maintaining social capital involve correlation among members of the circus. Social capital fades when members of the circus fail to lean over one another. Social capital rolls at its pick when there is enough correlative reliance. Bourdieu, (1986) added that, “high rate of correlation among caucus helps the growth and existence of correlative agreement in a social network”.

Adler and Kwon (2002) “Close is the level of correlation among circus that influence the tradition of behavioural standard”. Also, Portes, 1998: 6) citing Coleman (1988), points out that the extent of a good height of connection between associates in a way that they stick to the standard is encouraging.

He also pointed that, “the chance of taking immediate advantage habit within a social group is reduced by heavy weight of link among circus and the risk of joint penalty against those who broke the rules”. “The reality of good standard circus influence deals without clumsy legitimate agreement” (Coleman, 1988). In other words, Bourdieu, 1994, Etzioni, (1996). Added that “closure talks about reality of heavy social connection boundary that identify each member from non-memBoland & Tenkasi, 1995) and distinct signs and communication styles.

All named points highlighted bers”. It also helps the building of reliance, standard and singularity (stunt the spread of social capital and at the end aids its reservation. Any slight change among

the four factors may possibly bounce (build, mar or hamper) the reservation of social capital in due time.

Bubolz (2001 :130) says that “social capital is found, developed and used by family”. In fact, good associations among members of the family build a model environment which generates social capital” (Coleman, 1988). The family builds, initiates and inculcates good behaviour and guides and coordinates every single act that may bring disgrace in every member (Bubolz, 2001) since children had their upbringing from their family since birth (Berger & Luckman, 1967). Every family has her own stable way of influencing the way and manner of behaviour of every member. Every family builds on their member’s different levels of understanding of worth, styles of behavioural standard and manners to be followed by their family members.

This research problem addresses the difference in academic performance of rural and urban learners in South West Nigeria which are caused by cultural, social and economic inequalities. As Field (2008) writes, “social capital is the mode of expressing how reach or valuable a particular community is; it is also how confidence we talk about its everyday benefit to its members”.

From a sociological perspective, among others, Social capital is not owned by different person but found in the alliance between different people (Lin, 2001; Lorenzen, 2007); and fosters reciprocity, coordination, communication and collaboration (Bourdieu, 1986; 1987). Yet, social capital now takes an important role in academic theories and research, and it now takes the leading role in guiding towards deciding on the policy that reforms daily activities so as to be able to build social interaction. Portes (2000:1) observes that “social capital is potentially among the most prosperous “drives” from sociology to other social sciences and to general discussion of the community in the last two decades”.

Perhaps, it is worth mentioning that the significance in social capital has grown to the every tiers of the community, among which are higher education, economics, computer science, business, organizational studies, and health. Social capital, as Kawachi (2008:15) puts it, is a macro-economic term recently embraced by the World Bank and others as an indicator of the effectiveness and measure of the outcomes of various interventional policies. Furthermore, it has been linked with proactive participation in education and with lifelong learning.

2.16.1.2 TEORII REPRODUCTION LIST

Lawton (1968:66) argues that there are significant differences between learners from different subcultures and their colleagues in terms of the motivation for learning, academic achievement and school dropouts. He recommends that various cultural characteristics of pupils from subcultures should occur consciously in the attitudinal strategies of the teachers who teach them. Bernstein (1979:78) notes that the communication that exists between teachers and learners in the school can be decisive for the reproduction of social inequality. Mollenhauer (2003:129) believes that the main cause of social inequalities is not to be found in the school, but in the family. In his view, the socialisation impact of the family produces different schooling strategies, whose outcome is the precise reproduction of social inequality. Douglas (2003:147) postulates that the school regenerates the social inequalities from the moment when schooling begins by applying certain selection and filtering strategies that firstly take the learners' capacities into account. However, Douglas demonstrates that there is a clear relationship between the abilities of learners and their families and the socio-cultural, environment.

Therefore, the selection and filtering occur when the schooling begins and, in fact, becomes a social selection. In his work, Coleman (1959:330) presents the interactions between institutional requirements and school groups organised according to certain rules in terms of the adolescent culture. In his opinion, the school and teachers representing it are not aware of the younger generation's culture and their language codes, so their selection strategies, applied authoritatively, simply ignore them.

2.16.1.3 THE MODERNIST THEORY

Critically looking at this theoretical approach, the education system plays a significant and functional role both in the acquisition of status and of a professional qualification (Blosfeld- Shavit, 1993). The proponents of this theory argue that school selection reposition itself on a meritocratic basis so that the impact of social origins in determining the educational chances and opportunities diminishes.

2.16.1.4 THE NEO-MARXIST THEORY

The neo-Marxist approach is used to explain the school and educational inequalities mentioned as "new class" theories (Szelényi & Aschaffenburg, 1993). In post-industrial societies, power is in the hands of the elite who own property or possess widespread cultural capital, which monopolises the most important institutions in the educational system. These institutions play an important role in the distribution of positions and social privileges.

2.16.1.5 RATIONAL CHOICE THEORY

Boudon (1973) perceives the education route as a series of transitions, when at the end of certain stages or school cycles, the learner and his family must make decisions regarding further education and school choices. Learning and training at a higher level or completion of the studies are the result of rational choices that arise through the cost- benefit model (secondary factor) defined by wealth and the expected results. According to Boudon (1973), as we move towards higher levels of education, the focus is transferred to the secondary effects in explaining educational inequalities.

2.16.1.6 THE ASPIRATIONAL POSITIONS THEORY

Boudon's rational choice theory is well explored in Erickson and Goldthorpe (1996). Goldthorpe's conclusion is that the inequalities in educational opportunities can be understood not so much in terms of the social class culture of cultural capital, but based on the rational actions featured in the model proposed by Boudon. However, critics of the theory argue that the choice of school is not necessarily a contradiction between rational decisions and following specific social class models (Scott, 1996:507). The fact that people follow the values and norms to which they are emotionally "attached" does not mean that they will act unreasonably based on them by default.

2.17 CONCLUSION

This chapter provides a literature review on research that has already been done on how cultural inequalities, social inequalities, economic inequalities, parental status, parental values, parental attitudes, parental education levels and parental ideological views impact on the academic performance of learners. However, in addressing the aims and objectives of this study, it is of importance for the learners, teachers, head teachers, principal, parents, policy makers and implementers to reach the objectives of this study because for many years, the WAEC and NECO examination results have revealed that there is an extremely wide gap between the performances of learners in the rural area with regard to their counterparts in urban areas (Ajao & Awogbemi, 2012:23). This study can be useful in the sense that the necessary steps have to be taken to bridge the gap so that people in the rural areas can be empowered by the education system more than it is done at the moment. The challenge that should be stressed here is that academic disparity exists between rural and urban learners.

In chapter three, the research design will be discussed, that is the methodology and research methods used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The stimulus that brought about this research was the imbalance between the educational attainment of rural and urban learners in south-western Nigeria. The aim of this study is to investigate which factors contribute to the poor academic performance of rural secondary school learners in south-western Nigeria and then, as a result of the research that is undertaken, to make recommendations regarding what can be done to improve the academic performance of these learners. The chapter explains the procedures needed for the conduct of the research. It deals with the data collection instruments, the respondents, schools and other elements involved in the data collection process.

In this study, the mixed methods approach was used. Questionnaires were administered to learners, face-to-face interviews were held with the respective school principals, and focus group interviews were conducted with the teachers as well as the parents. The questionnaires were designed to reveal the culture of the learners in the school as well as in their respective homes and also to obtain knowledge about their socio-economic status. In this chapter, the research design, and the research methodology will be described.

The interviews were conducted separately with the school principals and focus group interviews were conducted with the parents of both rural schools together and the same applied to the parents of the two urban schools together. The same process with regard to the focus group interviews was carried out by the teachers.

The aim of the study is to determine the factors which contribute to the poor academic performance of rural secondary school learners in south-western Nigeria. This would be based on the findings of the research undertaken to make recommendations regarding what could be done to improve the academic performance of these learners. Linked to this are my objectives to:

- To ascertain factors that account for the differences that occurs with regard to the academic performance of secondary school learners in both urban and rural environments in south-

western Nigeria.

- To investigate the impact of culture, social and economic inequalities on the academic performance of secondary school learners in the rural and urban environments in south-western Nigeria.
- To determine how parental views, values, attitudes, education level, and ideologies affect the academic performance of rural and urban secondary school learners in south-western Nigeria.
- To determine what can be done to improve the academic performance of rural secondary school learners in south-western Nigeria.

In addressing the research problem, the study is guided by the following research questions:

3.1.1 Main question:

Which factors account for the differences that occur with regard to the academic performance of secondary school learners in both urban and rural environments in south-western Nigeria?

3.1.2 Sub- questions

- To what extent do culture, social and economic inequalities impact on the academic performance of rural secondary school learners in south-western Nigeria?
- How do parental views, values, attitudes, education level, and ideologies affect the academic performance of rural secondary school learners in south-western Nigeria?
- What can be done to improve the academic performance of rural secondary school learners in south-western Nigeria?

3.2 Research design

3.2.1 Introduction

Given the theoretical framework that underpins this study, the conduct of the research will be guided by mixed method research design. This approach will also combine the quantitative and qualitative research methods.

3.2.2 Research design and method

This research is analytical in nature and it is aimed at determining the factors which contribute to the poor academic performance of rural secondary school learners in south-western Nigeria. The research applies the mixed method approach. This approach is combination of both quantitative and qualitative research methods. It is a methodology used in conducting research which entails collecting, analysing, and combining quantitative and qualitative research (Creswell, 2003). The reason for this type of research is that both quantitative and qualitative research help to have a good understanding of a research problem (Creswell, 2007). In this research, both qualitative and quantitative research methods assist the researcher to effectively capture a plethora of data from divergent perspectives and inherently promotes triangulation of data.

Furthermore, the mixed-method approach of combining both qualitative and quantitative methods to accomplish is applied to the conduct of the study. Qualitative research and quantitative research methods are the two major paradigms in the field of social science research. The qualitative method offers possibilities of interaction between the researchers and the subjects under study and provides important information about the particular problem. However, it is impressionistic and uncontrolled, because of the researcher's personal encounters when engaging with others. Therefore, validity of the research may be problematic. On the other hand, quantitative research is regarded as objective, controllable, organised, viable and dependable (Bryman, 2004).

3.2.3 Quantitative research

Quantitative research is research that has to do with the use and analysis of numerical data using statistical methods. This type of research ask questions like how, when, what, who, where, how many and how much (Denzin & Lincoln, 2000:413). "Quantitative research is an inquiry that is concerned with numerical representation and manipulation of observations and responses for the purpose of describing and explaining the phenomena that those observations and responses reflect" (Babbie, 2008:443). Also, Blanche *et al.* (2006:563) stated that "quantitative research is research in which data are collected or coded into numerical forms, and to which statistical

analyses may be applied to determine the significance of the findings”.

Mouton's (2006) argument in favour of a quantitative research method for analytical study is partly the reason for the choice of a mixed research design”. Mouton submitted that quantitative research method is a good choice for analytical research because it involves scientific analysis. Quantitative researches measuring the properties of phenomena (e.g. the attitudes and performance of individuals with regard to a certain topic) should be through quantitative measurement, that is, by assigning numbers to the perceived qualities of variables” (Pidgeon, 1995:438). In addition, “quantitative research is highly formalised and explicitly controlled, and its range is more exact” (Mouton & Marais, 1999:155–156; De Vos *et al.*, 2007).

Quantitative research methods are designed to provide reliable statistical data that pertain to how many people are involved in a particular activity. Quantitative data typically is provided as a numerical representation of ranges or ratios and averages. Furthermore, Quantitative research is good for large scale assessment. In quantitative research, it does not matter who the researcher is, a similar result has to be obtained even when the is conducted by different people.

Quantitative research has to do with the use and analysis of numerical data using statistical methods. This type of research asks questions like how, when, what, who, where, how many, and how much. Quantitative research methods are designed to provide reliable statistical data that talks about how many people are involved in a particular activity. It typically gives a numerical representation of ranges or ratios and averages. Also, it is good for large scale assessment. In quantitative research, it does not matter who the researcher is, a similar result has to be obtained even when the research is conducted by different people.

3.2.3.1 Advantages of quantitative research

This section highlights the advantages of qualitative research:

- A benefit of questionnaires is that they are self-administered. Therefore, they can be given to a large group of subjects. Consequently, it is a good instrument to collect data from a large group (Law, 2003:306).
- Another benefit of questionnaires is that they are not expensive.
- They are used for a large quantity of data.
- The results obtained through quantitative research are considered more objective because

they are quantifiable because they are numerical.

- It is easy to generalise the data to a larger population because they are quantifiable.
- For grants and proposals, questionnaires provide a clear quantitative measure to be used.

3.2.3.2 Disadvantages of quantitative research

This section will highlight the disadvantages of qualitative research

A disadvantage of questionnaires is that the validity of the findings may be influenced, due to the fact that sometimes there is a low return rate with regard to the questionnaires (Seliger & Shohamy, 1989:172).

- Excel, Access, or data analysis software (such as SPSS), are used to analyse the data, and this may not always be accessible to all researchers.
- It is time-consuming, since quantitative research is mostly used for a larger sample.
- More time is used on data collection, the larger the sample, the more time it takes to collect the data.
- The important human element is neglected by quantitative data.

3.2.4 Qualitative research

Over the years, many academics have focused on the quality of qualitative research with emphasis on aspects such as reliability, rigour, value, validity, criteria, and credibility. “Qualitative research is an inquiry process of understanding based on a distinct methodological tradition of inquiry that explores a social or human problem” (Creswell, 1998:15).

Qualitative research is a type of scientific research method designed to find a solution to a question through using a well-arranged approach to answering the question. It entails gathering facts and provides results that were not determined beforehand. It can also give results that could be useful even beyond the scope of the research (Denzin, & Lincoln, 2000:413).

“Qualitative research seeks to preserve the integrity of narrative data and attempts to use the data to exemplify unusual or core themes embedded in contexts” (Blanche, Durrheim & Painter, 2006:563). “Qualitative research encourages both inductive and deductive reasoning which is

one component of an analytical study like this current study” (Gilbert, 2001; Frankel & Devers, 2000).

The data collection method for the study agrees with Potokri (2011) who noted that “one good way of understanding a person or people is to see them as a set of possible and actual locations which emerge from conversations and social acts.” He further noted that, “the person comprises a changing location in an interaction or process rather than an object with a predefined essential character and abilities.” The qualities of qualitative research often emphasised by researchers are reliability, rigour, value, validity, criteria, and credibility. Scholars in the field of social science refer to good, valid or trustworthy qualitative studies (Sparkes, 2001; Whittemore, Chase, & Mandle, 2001).

3.2.4.1 What is qualitative research?

The concept “qualitative research” is broadly perceived and carries diverse meanings. For Cohen, Manion and Morrison (2013), it has the following attributes:

- Qualitative research is a type of scientific research that is defined as a study to find a solution to a question through using a well-arranged approach to answering the question.
- It entails gathering facts.
- It provides results that were not determined beforehand.
- It can give results that could be useful even beyond the scope of the research.

Cohen, Manion and Morrison (2013) explain that qualitative research shares these characteristics. In addition, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions” behaviours, and social contexts of particular populations.

Qualitative research is designed to reveal a target audience’s range of behaviour “and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive” (Cohen, et al., 2013).

Qualitative research methods originated in the social and behavioural sciences, namely, in sociology, anthropology and psychology. Today, qualitative methods research includes

interviews with individuals, group discussions, observations (from two to ten participants. “Sessions may be conducted in person, by telephone, via video conferencing and via the Internet (Cohen, et al., 2013) .

3.2.4.2 What can we learn from qualitative research?

Hennink, Hutter, and Bailey (2010) explain that “the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue”. It provides information about the “human” side of an issue – that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals.

Qualitative methods are also effective in identifying intangible factors, such as social norms, socio-economic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent. When used along with quantitative methods, qualitative research can help us to interpret and better understand the complex reality of a given situation and the implications of quantitative data.

Although findings from qualitative data can often be extended to people with characteristics similar to those in the study population, gaining a rich and complex understanding of a specific social context or phenomenon typically takes precedence over eliciting data that can be generalized to other geographical areas or populations. In this sense, qualitative research differs slightly from scientific research in general.

3.2.5 Mixed research design

The study applies mixed method research design through the combination of quantitative research and qualitative research method. “Using only a quantitative or a qualitative approach in a research falls short of what is applicable in the social and human sciences today” (Makhanu, 2010; Tashakkori & Teddlie, 2003:5). It is not only that mixed research design best suits the

purpose for the research, it will also be able to provide answers to the research questions. The research paradigm of the study play an important role in selecting the research design. Johnson & Christensen, (2004:1) “explain that quantitative and qualitative research methods are compatible and they can both be used in a single research study”. In addition, supporter of mixed research also believe that adopting it is pragmatic since the researchers are not binded to any system of philosophy and reality. Feilzer (2010:8) defines Pragmatism as a “paradigm that promotes the use of mixed methods in research”, “bypass controversial matters of facts and sincerities and concentrate on the verity about the research questions of the study. Also, Potokri’s (2011) reported that Makhanu (2010) in one of his researches employed a mixed research design with various method of enquiry. Creswell (2003:16) in his submission highlighted that “the concurrent strategy enables a researcher to investigate different issues at the same time”.

Another major reason why the mixed method is preferred for the study is because, the researcher intended to have the same result through different means for the purpose of data triangulation which will give double assurance of the data collected. Other merits of mixed method according to Creswell (1994:175) are:

“(a) It is complimentary, because overlapping and different facts of a phenomenon may emerge (b) it helps to integrate results; (c) it helps contradictions and fresh perspectives to emerge; (d) it is developmental because the quantitative method is used sequentially to help inform on the qualitative method; (e) and mixed research design adds scope and breadth to the study.”

3.3 Data collection method

Potokri (2011:107) noted that “ A survey supports the collection of data by asking questions and recording peoples, answers or responses. “Surveys are fundamentally a matter of asking a sample of people from a population a set of questions to describe their opinion, beliefs and experiences and perhaps to draw conclusions” (Floyd & Fowler, 2009:1). Survey is applicable to this research work because it was imperative and inevitable, it is likely to be the best available method for social researcher that has interest in collecting data for narrating and grasping larger population that cannot be directly observed (Babbie, 2008:270). Whitley (2002) and Babbie

(2008) submitted that “survey is an excellent vehicle for measuring or understanding attitudes and orientations towards a given subject in a large population, and is chiefly used in studies like this one where individual people are the units of analysis.” Also, “survey as a means of collecting data is compatible with mixed research design (Floyd & Fowler, 2009).

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3.3.1 Research Instrument

3.3.1.1 Quantitative research Instrument

The tool used to collect data from the respondents here is questionnaire. The researcher decide to use questionnaire because it generate quantifiable data which is used for statistical analysis (Mugenda, 2008:285). The questionnaire opportune the respondent to read and give answer to similar questions related to the research topic. In addition, it gives a standardized data and this makes it easier for the researcher to process the responses. Panneerselvam (2008:93), submitted that, standardized data help to increase the validity and reliability of the results. Lastly, (Delpont, 2007) added that, the use of questionnaire assist the researcher to draw opinion of the respondents

3.3.1.2 Qualitative research Instrument

For the qualitative data, the researcher used semi structured interviews. According to Kvale (2007), he gave definition of interview as “attempts to understand the world from the participant’s point of view, to unfold people’s experience and to uncover their lived world prior to scientific explanation” . In this study, I also use, focus group interview, this will be explained later.

3.3.1.3 Individual and focus group interviews

The interviews were conducted with the school principals separately in their various schools, while the focus group interviews were held with the parents of both rural schools together at Otamokun Community High School. The same process with regard to the focus group interviews

was followed with the parents of urban schools. The interviews took place at Ogbomoso High School. In other words, joint focus group interviews were held with the teachers at the rural schools while further focus group interviews were held with the teachers at the urban schools. The interviews for the rural teachers took place at Otamokun Community High School, while the interviews for the urban teachers took place at Ogbomoso High School.

3.4 Population of the study

The population selected for this study included four secondary schools, four school principals, 16 teachers, eight parents and 120 learners. The selected schools were the Ogbomoso High School, the Agboola Adibi High School, the Idi-Araba Community High School and the Otamokun Community High School. The Ogbomoso High School and the Agboola Adibi School fall under the Ogbomoso local government, while the Idi-Araba Community High School fall under the Ogo-Oluwa local government. These school are all located in Oyo State Nigeria.

Thirty SS3 learners from each school were selected by their teachers. This selection was based on the age range, gender and academic performance. Therefore, 15 academically excellent boys and girls were selected in the age range of between 16 and 18 years. In addition, four teachers were selected by each school principal, the criteria for which were qualifications, namely, a degree at least and a minimum of 15 years' experience, while the parents were selected randomly.

3.5 Sample of the study

Baumgart and Strong (1997) highlight the determining factors with regard to selecting a particular sample. In this research work, purposive sampling technique was used. The use of this sampling method helped the researcher to understand the concept of its use and its association to generalization since questionnaire was used for statistical purposes. To be specific, purposive sampling was used because, only four schools in Ogbomoso and Ogo Oluwa local government were used as a sample of the population. Patton (1990:169; 2002) explains purposive sampling as "selecting information-rich cases to study in-depth". Patton (2002:40–41) still added that purposive sampling is of the aim to look into a phenomenon, such as the the

academic performance of secondary school learners and not to generalise. These two local governments were selected to represent other local governments because all the local governments in south-western Nigeria were situated in both rural and urban settings. They experienced similar problems with regard to urban learners performing better than rural learners. In addition, these two local government areas were chosen because they had large populations that played a vital role in uncovering the extent of the problem.

Another motivation regarding selecting these areas was that the researcher had personal experience of these two local government areas since he had worked as a physics and mathematics teacher for some years. Moreover, the researcher had also helped to conduct physics practicals for certain schools in both these local government areas for many years for the two major national secondary certificate examinations, namely, the West African Examination Council (WAEC) and the National Examination Council (NECO). This was important because qualitative research expects the researcher to be acquainted with the daily lives of people in their natural settings, to be able to obtain valuable data (Creswell, 1998:59). It is necessary for a researcher to work in such a positive environment so that he might acquire the necessary knowledge to interpret respondents' reactions, feelings and beliefs about the education of learners involved in the research.

3.5.1 The school samples

At the start of this research study, the researcher visited the secondary schools and decided to select the four that would be used in this study. (However, he did not consult the Oyo State Teaching Service Commission for any approval nor he make his intention known to them for ethical reasons).

Subsequently, this research was conducted at four secondary schools, two of which were in an urban setting and the other two in rural communities. The urban schools were selected by means of purposive sampling because over the years, they had the best academic performance in the West African Examination Council (WAEC) and National Examination Council (NECO) examinations. In addition, the schools were conveniently closer to each other. The need for this was because it helped to save time when traveling from one school to another. The urban

schools had the needed infrastructure, sufficient furniture and enough learning materials like textbooks. The urban schools also had storerooms where school materials were kept. The classrooms were also lockable. In addition, there was enough space for the teacher to walk around in the classroom.

The rural schools also had classrooms, albeit not sufficient and most of the classrooms did not have either doors or windows, and the furniture was insufficient. In addition, they only had a few textbooks and the classrooms were overcrowded, in contrast to the urban schools.

The sample schools were chosen because a comparison of the schools in both the urban and the rural schools would indicate the magnitude of the difference in academic achievements of the two sets of learners' academic performance. This could also point the factors out that could enhance the academic performance in both the urban and rural settings.

In addition, senior secondary 3 SS3 learners were chosen for this study. The reason for this was that they were almost set for the WAEC and NECO national secondary certificate examinations. Their responses to the questionnaire clearly indicated the differences that occurred between the learning experiences of the two groups, namely, the rural and urban groups respectively.

3.5.2. The principals

The principals of the four schools were education experts. They all had bachelors' degrees in education, and all had gone through the complete educational cycle (according to the Nigerian educational system) from Grade two to a national certificate in education to a Bachelor's degree in education. They also had more than 15 years' work experience. This researcher decided to interview the principals because of their administrative and managerial positions. More importantly, principals would be able to provide information about the daily activities of the schools as well as the available facilities at the school.

3.5.3 The teachers

All the teachers from the four schools who participated in the focus group interviews were trained professionally and were also holders of degrees in education with more than 10 years working experience. The major reason for interviewing the teachers was to elicit information about their

classroom experience as well as information about the learners they taught. Any information obtained from the teachers was authentic and reliable since they were with the learners for extended periods at school.

3.5.4 The parents

The parents consisted of two focus groups, namely, a group from the rural areas and a group from the urban areas. The parents were selected purposefully by the school principals based on their availability, interest in the education of their children, familiarity with the daily activities at the school and the fact that their children were among questionnaire respondents. In addition, the parents lived in the same community where the school was situated and understood the community's problems (Strydom & Delport, 2002:3; Erlandson, Haris, Skipper & Allen. 1993). The most important aspects were parents with their experience and knowledge as far as the education of their children was concerned. This information would be necessary to identify the type of educational practices in learners' homes, how they imprinted the practices on their children and how it helped the education of their children.

3.5.5 The learners

Thirty SS3 learners from each school were selected by their teachers. This selection was based on the age ranges, their gender and the academic performance. Fifteen (15) boys and girls who performed the best in their classes were selected in the age range of 16 to 18 years. The researcher allows this selection because the teacher knows the students better.

3.6 Selection of participants/sampling

The location of this research was situated in the Ogo Oluwa and Ogbomoso South local government areas in Nigeria. The Ogo Oluwa local government area is a rural area. It covers an area of 369 square kilometres with a population of about 65 184 at the time of the 2006 census (Bamgbose, 2009:311). In addition, information collected from the Oyo State Teaching Service Commission and the Ogbomoso South local government area includes an urban area of 68

square kilometres with a population of 100,815. Referring to the 2006 census, Bamgbose (2009:311) reports that according to the data collected from Oyo State Teaching Service Commission, there are 58 primary schools and 12 secondary schools in the Ogo Oluwa local government area while there are 24 primary schools, 20 secondary schools and one technical institution in the Ogbomoso South local government area.

The reason for carrying out this study in two local government states in south-western Nigeria was because of the high population density of the areas. These two local governments were chosen because they contained both urban and rural communities. However, from the West African Examination Council and National Examination Council Results of 2009 to 2015, it was discovered that there was a notable margin between the rural and urban environments in the two local governments in the Oyo State. This study offers some important insights, and its findings can be of interest to other local governments in Nigeria.

3.7. Validity and reliability

Validity and reliability are significant in a research design. Data are valid when they are authentic. This means that the data collected are what they are meant to be. The reliability of the data lies in its consistency (Mertler & Charles, 2008:29).

3.7.1 Reliability

Reliability is the measure of how accurate a particular instrument is and to what extent an instrument gives the same results over and over again. A result that can be said to be dependable is a result that is reliable (Delpont, 2002: 168; Bostwike & Kyte, 1981: 113).

Despite the fact that the researcher was aware that the instrument would keep changing in the field, a preliminary questionnaire, individual interviews and focus group interview guidelines were prepared and this was examined in four schools, (two rural schools and two urban schools), to be able to ensure its reliability. This enabled the researcher to know where there was a need for an adjustment in his questions.

3.7.2 Validity

According to Delpont (2002: 166), a valid instrument is an instrument that achieves its purpose.

It is expected to seek the correct answer to the questions the study intended to answer or give information that will help the researcher in his findings.

In this research, the validity of the instruments used was ensured through triangulation of the quantitative and qualitative data analysed. By comparing and contrasting the results of the analysed data, he gained deeper insight into the link between the cultural, social and economic capital on the academic performance of both rural and urban learners.

3.8 Instrumentation and data collection techniques

In this research, two rural and two urban schools were chosen as the research instrument for the mixed-methods research. Questionnaires, interviews and focus group interviews were held as discussed in the subsections below.

The research procedures and techniques outlined for this study i.e mixed-methods studies was used to assist the researcher to capture a plethora of data from divergent perspectives and inherently promotes triangulation of data which the researcher has established.

3.8.1 Questionnaires

One hundred and twenty learners from four secondary schools, (two secondary schools from the Ogo Oluwa local governments and two secondary schools from the Ogbomosho South local governments) were requested to respond to the questionnaire. The teachers at the schools involved in this study gave one hundred and twenty questionnaires to the learners to take home, fill in and return on the following day to provide background information about the schools, parents, and learners. Both rural and urban learners were asked to complete the same questionnaire so that the same variables about their education could be measured and compared. With the help of the teachers, all the questionnaires were collected back. In addition, student assessment results were collected from their teachers.

3.8.2 Interviews

Interviews were conducted individually at each of the four schools. Firstly, four interviews were conducted with the parents of the two schools in the Ogbomosho South local government. Secondly, interviews were conducted with the teachers of the two schools in the Ogbomosho South local government. Thirdly, interviews were conducted with teachers of the two schools in

the Ogo Oluwa local government. Fourthly, interviews were conducted with the parents of learners at the two schools in the Ogo-Oluwa local governments. Interview with the principals takes 15 minutes each, while each of the focus group interview for teachers and parents lasted for an hour. The interviews were audio recorded. Lastly, the data was collected through questionnaires which were given to the selected SS3 learners at the four schools.

3.9 DATA ANALYSIS AND INTERPRETATION

The quantitative data obtained from the actual responses to the questionnaires were analysed using Microsoft Excel to investigate the associations/connections among the variables pertaining to this study. The interviews were then useful for triangulating the data by supplying the views of the principals, teachers, and parents on the social, cultural and economic influences on learners' academic success.

3.9.1 Analysis of the qualitative data Step 1

- The responses of each of the interviewees were written without missing any words.
- The transcripts were read through thoroughly and notes were taken of the first impression. The transcripts were read again, paragraph by paragraph and sentence by sentence.

Step 2

- The relevant words, phrases, sentences and sections were labeled. Notes:
- The activities in step two are called coding and the labels entailed actions, activities, concepts, differences, opinions, and processes.

The relevant elements that were labeled were:

- Statements repeated in several places in the scripts
- Statements and responses that sounded surprising

- Statements that the interviewee explicitly labelled as important
- Similar statement in previously published reports, for example, scientific articles
- Statements linked to theories or concepts.

Step 3

- Some of the initial codes were discarded, while some important codes were kept and grouped.
- Categories were created as grouped codes were brought together.

Step 4

- Categories were labeled and decisions were taken on the most relevant ones and how they were connected to each other.
- The categories were labeled.
- The connections between the categories were noted.

Step 5

- The categories were arranged according to their importance. The results were then summarised.

3.9.2 Analysis

Microsoft Excel was used to analyse the questionnaires collected from the selected learners.

Step 1

Each of the questions in the questionnaire was given an acronym to represent the questions, for example, when the research question said: What is the highest level of your father's education? The question was given the acronym FE, which means father's education. The same was done with all the questions.

Step 2

Each of the questions contains options A, B, C, D and was represented with 1, 2, 3, 4, that is, A=1, B=2, C=3, D=4.

Step 3

Questionnaire from each of the learners was taken and captured on Microsoft Excel. In the form of tables.

3.10 Limitations and delimitation

This study was only limited to the Ogbomoso South and OgoOluwa local government areas of the Oyo State in south-western Nigeria. The reason for carrying this study out in two local government areas in south-western Nigeria was the high population density in these two areas. A research sample taken from such densely populated areas can be valuable to extrapolate the findings to other societies.

3.11 Ethical considerations

According to the law guiding the Oyo State TESCO, none of the school principals in the State are given the autonomy to decide on any matters that affect the school without the directive of the board (TESCOM). Therefore, to conduct this study, a letter was written to the Permanent Secretary of the Oyo State TESCO, Ogbomoso Branch and schools, in which the intention to use this research was stated. The permanent secretary gave the approval and sent letters to the principals of the schools concerned. In the letter sent by TESCO, it was written that the participants had to give their consent to participate in

this study. It was also mentioned that they could withdraw at any time they were also assured that no harm would be done to them by participating in this study while the principals convened parents-teachers' meetings with respect to this study.

3.12 CONCLUSION

The chapter has presented discussion on the research design, approach and the research methodology. It also provided detailed academic information about the theoretical framework that underpinned the study, and how the theoretical framework and research methods used were appropriate for the studies. It explained the data collection methods and processes. The outcome of the analysis and the results of this analysis will be discussed in Chapter four.

CHAPTER FOUR DISCUSSION OF THE FINDINGS

4.0 INTRODUCTION

This chapter presents a summary of the results of the research data collected in the selected secondary schools in the Ogbomoso South and Ogo Oluwa local government areas, Nigeria. The data collected in this study included demographic data, quantitative and qualitative data. The instruments used were questionnaires that were administered to 120 learners. Interviews held with the four school principals of the selected schools and focus group interviews held with the teachers, as well as two focus group interviews conducted with the parents. In total, data were collected from 120 learners by means of questionnaires. Interviews were conducted with four principals, two focus group interviews were held with eight parents and two focus group interviews were conducted with eight teachers and two focus group interviews with eight parents were conducted. The quantitative analysis was carried out with a software package called Excel while the qualitative analysis was done by means of simple coding.

4.1.STEPS TAKEN DURING THE ANALYSIS OF THE QUANTITATIVE DATA

Questionnaires were given to learners from the four selected secondary schools in the Ogbomoso South and OgoOluwa local government areas. Thirty SS3 learners from each school were selected by their teachers. This selection was based on age range, gender and academic performance. Fifteen (15) academically excellent boys and girls were selected in an age range between 16 to 18 years. In addition, two teachers were selected by each school principal (giving a total of four teachers), the criteria for selecting the teachers were qualifications: at least a degree and a minimum of 15 years' experience. The parents were randomly selected based on availability and willingness to participate.

4.2 DATA REPRESENTATION

This section contains an analysis of the data collected by means of a questionnaire using Microsoft Excel and its interpretation.

4.2.1 Findings obtained from the quantitative data

Question 1: What is the highest level of your father's education?

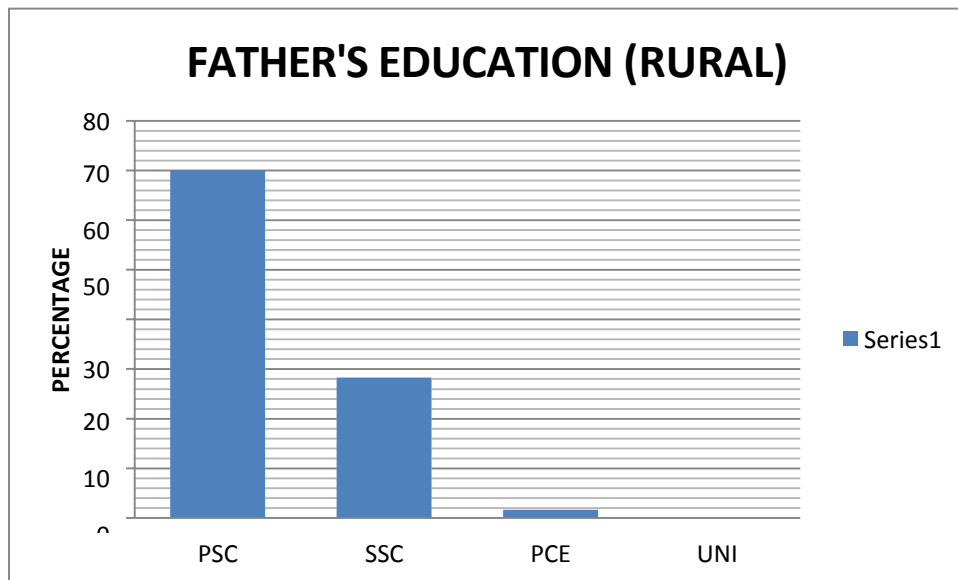


Figure 4.1 Father's education (Rural)

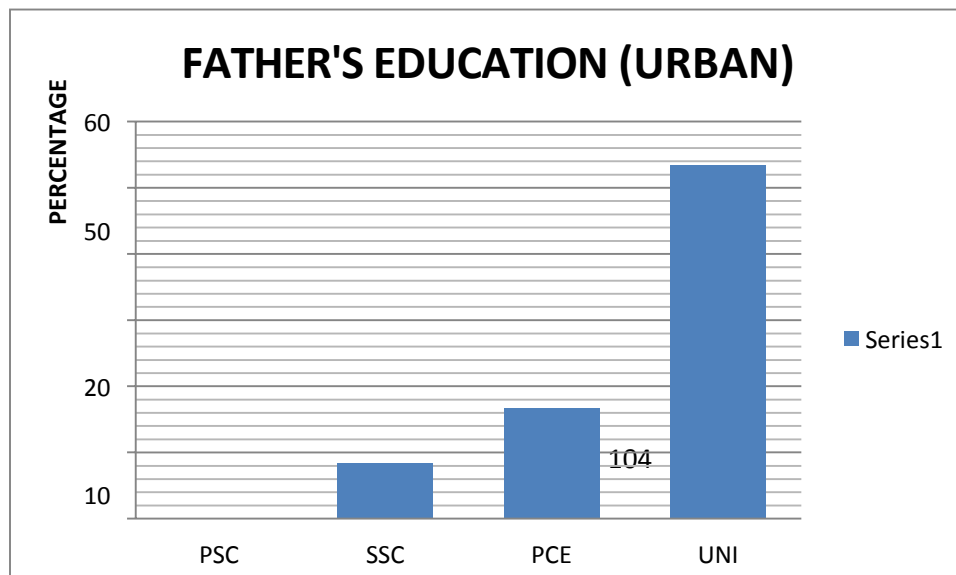


Figure 4.2 Father's education (Urban)

KEY

PSC = Means Primary school certificate SSC = Means Secondary school certificate

PCE = Means Polytechnic and college of education UNI = Means University

From the results of the research findings, 70% of the learners from the rural schools responded that their fathers had a primary school leaving certificate as their highest certificate, while 28.3% of the mothers of the learners from the rural schools had a secondary school education, 1.67% had polytechnic and/or college of education certificates, while no parents from the rural areas had received a university education.

None of the fathers of learners from the urban schools only had a primary school qualification, 8.3% had a secondary school education, 16.67% had a polytechnic or college education while 53.33% had a university education.

Coleman et al, (1966) added that, numbers of research work submitted that parent's socio-economic standard dictates the academic success of learners. He equally added that educational level of parents is the most feature of socio-economic status. Cornell and Gross (1987) submit that family plays an important role in the academic success of a child.

Question 2: What is the highest level of your mother's education?

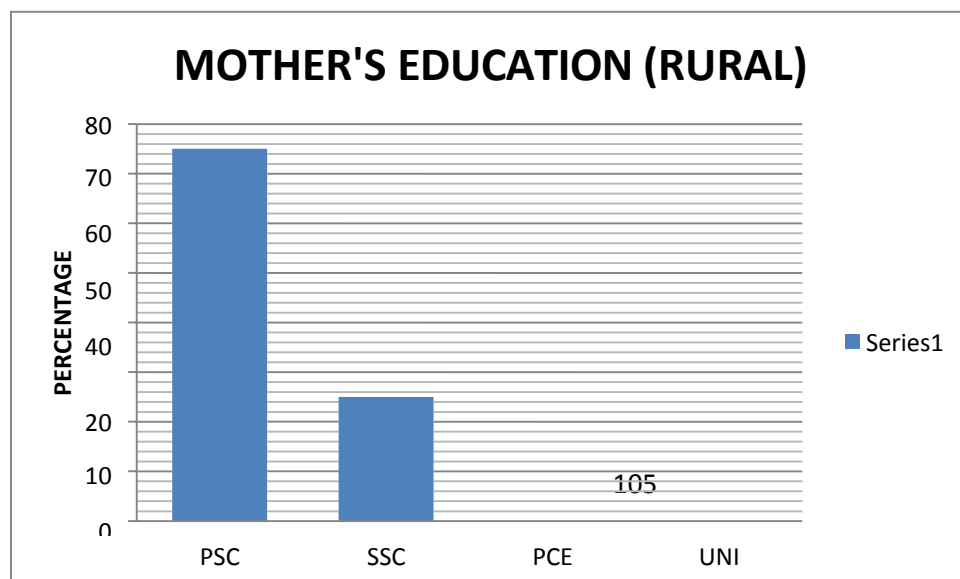


Figure 4.3: Mother’s education (Rural)

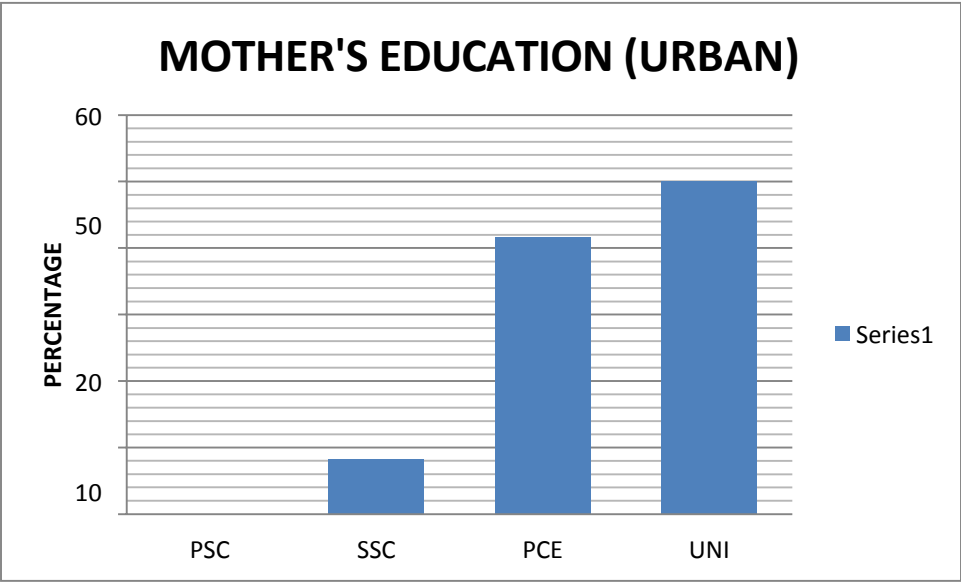


Figure 4.4: Mother’s education (Urban)

KEY

PSC = Means Primary school certificate SSC = Means Secondary school certificate

PCE = Means Polytechnic and college of education UNI = Means University

From the results of the research findings, it is clear that 75% of the learners from rural schools responded that their mothers had a primary school leaving certificate as their highest certificate, while 25% of mothers of the learners from the rural schools had received a secondary school education.

None of the mothers of learners from the urban school stopped their education at primary school level, with 8.3% having a secondary school education, 41.67% a polytechnic and college education, while 50% had attended university.

Thompson et al. (1988) submit that the educational level of mother has more positive impact on adolescents' academic achievements. According to Campbell, et al. (1999), the outcome of exploring NAEP data shows that learners whose parents have good educational level scores perform excellently well.

Thompson et al. (1988) also added that "mother's education has additional impact than father. Therefore, the education of mother is very paramount. Corwyn and Bradley (2002) also discovered that mothers' education had the most consistent direct influence on children's cognitive outcomes. Maternal characteristics are a key factor that affects academic achievement. Mothers who are more educated and have higher self-esteem have children who receive higher test scores (Baharudin & Luster 1998; Eamon 2005).

According to Plunkett and Bamaca-Gomez (2003), numbers of researcher submitted that notable support was observed for affirmative association between mothers' and fathers' caring behaviour, standard of education, acceptable language at home and the adolescents' wish. Karshen (2003) reports that learners of learned parents attained higher positions than their equal whose parents are not learned. Educated parents assists

their children academically, in terms of assignments and other aspect as far as their school is concerned.

Question 3: Does/do your parent(s)/guardian(s) ask about your studies at school?

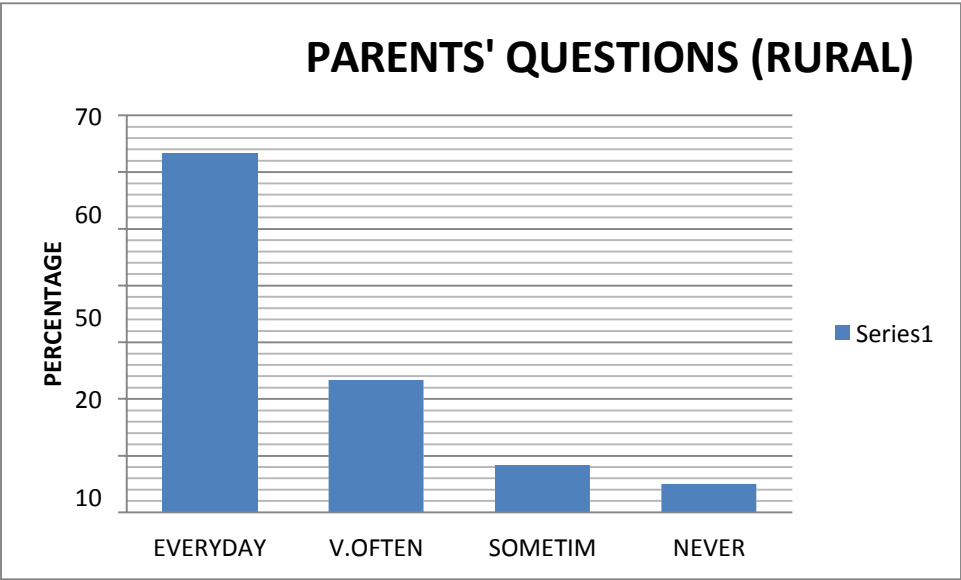


Figure 4.5: Parents’ questions (Rural)

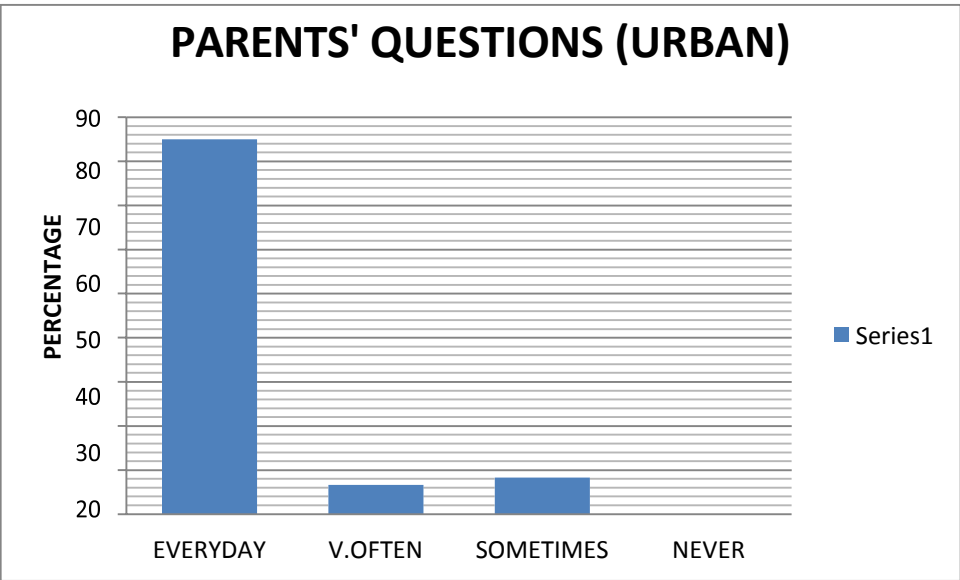


Figure 4.6 Parents' questions (Urban)

KEY

EVERYDAY = Means Everyday

V. OFTEN = Means Very often SOMETIMES = Means Sometimes

NEVER = Means No Never

Figure 4.6: Parents' questions (Urban)

Nearly two thirds (63.33%) of the learners from the rural areas responded that their parents did ask about their studies every day. On the contrary, 23.33% reported that their parents asked often, the parents of 8.33% sometimes asked while 5% declared that their parents did not ask about their studies at all. In addition, 85% of learners from urban areas indicated that their parents asked about their studies every day. On the contrary, 6.67% reported that their parents asked very often, 8.33% that their parents asked sometimes while no student responded that their parents had not been asking after their studies.

Young and Smith (1997) discovered that, in terms of learners' academic success, educational standard of parents was the tool that facilitate learners' achievements. Hill and Craft (2003) submit that learners whose parents assist in their academics perform better than children whose parents do not care. According to Christian, Morrison, and Bryant (1998), interaction between parents and child also facilitates academic performance of a child. He also added that parents who attribute responsive practices influences their child's academic growth.

Fan and Chen, (2001), Houtenville and Conway (2008) posit that children are motivated and inspired to be educated when parents shows their willingness in their academic

success. They perform better in school and are very serious with their academics when they are home after school. In addition, Jeynes, (2007) stated that, the extent at which parent are involved in their child's academic determine academic success of such child. Social cognitive theory stipulates that youth learn about culture, ethics, norms and the proper way to behave from people they see most in their lives. Bandura, (1977) "assumed that, parents have the role prospects to teach their children good characteristics and attitude to school. Parents have the potential to model positive attitudes and behaviours toward school. According to Bandura (1977), studies conducted about developed countries like America shows that involvement of parents helps educational achievement of learners.

Question 4: How early or late does your parent/guardian come home from work?

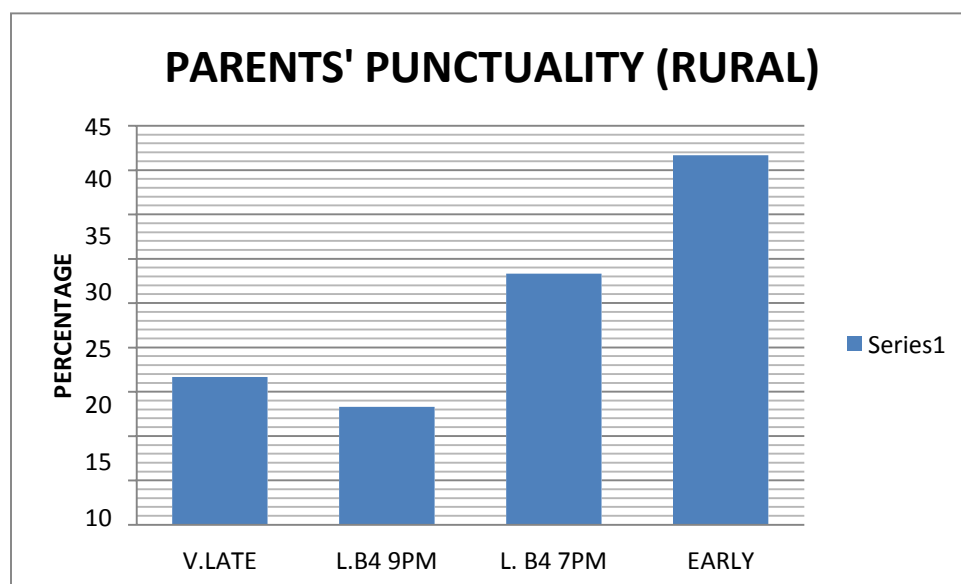


Figure 4.7: Parents' punctuality (Rural)

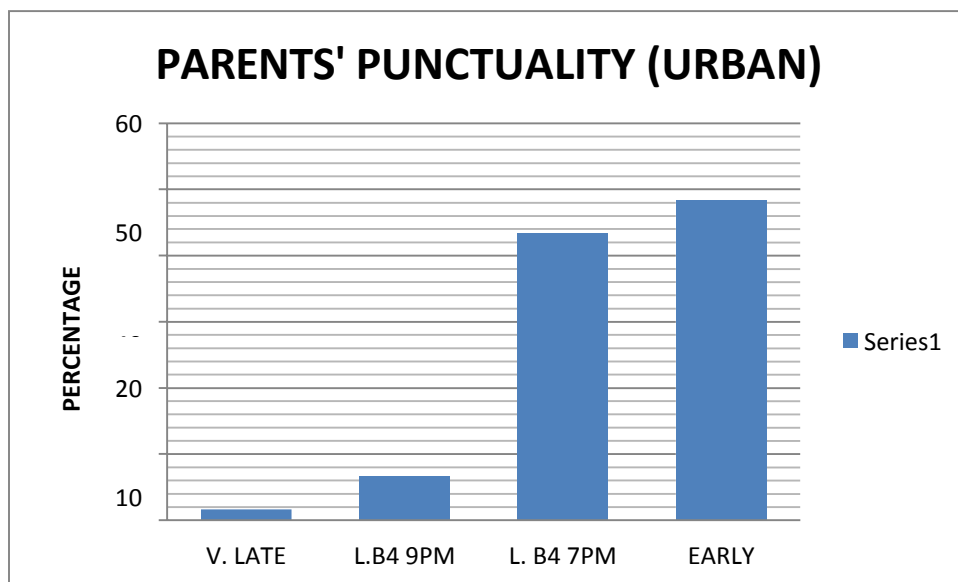


Figure 4.8: Parents' punctuality (Urban)

KEY

V.LATE = Means Very late

L. B4 9PM = Means Long before 9pm

L. B4 7PM = Means Long before 7pm EARLY = Means Early

Of the total population, 16.67% of the learners from the rural areas revealed that their parents used to come home late after they might have gone to sleep. In contrast, 13.33% indicated that their parents came home extremely late, but before 21:00. Furthermore, 28.33% stated that their parents came home late but before 19:00 while 41.67% indicated their parents came home early.

Of the total population, 1.67% of the learners from the urban areas stated that their parents used to arrive home late after they had gone to sleep. On the contrary, 6.67% stated that their parents came home very late but before 21:00, whereas, 43.33%

revealed that their parents came home late, but before 19:00, while 48.33% responded that their parents came home early.

Children left alone are more likely to be too free, lazy about their homework and assignment they brought from school, do whatever they want, walk around with friends, and so on.

Hildvard and Wolfe (2002) opine that everyone who experienced agony of loneliness at their earlier stage in life also perform poorly in their academics. Moreover, such learners also have mental challenges, their mental reasoning will not be as sharp as it ought to be. Socially, they will be lacking behind and they will have problems within themselves. Hildvard and Wolfe (2002) also report that, “some children are physically abused; kicked, beaten, burned, thrown against walls, hitting, suffocated, and punched. Some are humiliated and terrorized by the people who are supposed to take care of them”. Some parents abandon their children at home in search of livelihood leaving them in the hands of caregivers. Some parents abuse their children by using them in their farm work, trade and businesses and do not bother to look into how the children are faring in school. Instead, they spent most of their time in their personal business endeavours while their children suffer loneliness and lack of parental care. Ebosele (2000) observed that some schools as well as some parents fail to provide supervision and safety for children under their care. The teachers, especially where there are large numbers of pupils, do not have time to go round and supervise the children during class work (Gaudin, 1999). In addition, some parents equally do not provide basic necessities of life for their children, leaving them at the mercy of the society and these children of school age are out of school and little or with no future. (Adeniyi, 2010). Bosede (2010) confirmed that incessant habit of torn uniform, truancy, begging colleagues for snacks and food stealing and so on was as a result of fear owing to dejection the children concerned faced. Some of these learners replaced good behaviour with anger and odd behaviours. Some of these learners look up to their colleagues for love and care they did not receive from their parents at home. Some of this kind of ugly situations affects academic performance of learners.

Question 5: What do you do in the absence of your parent(s)/guardian(s)?

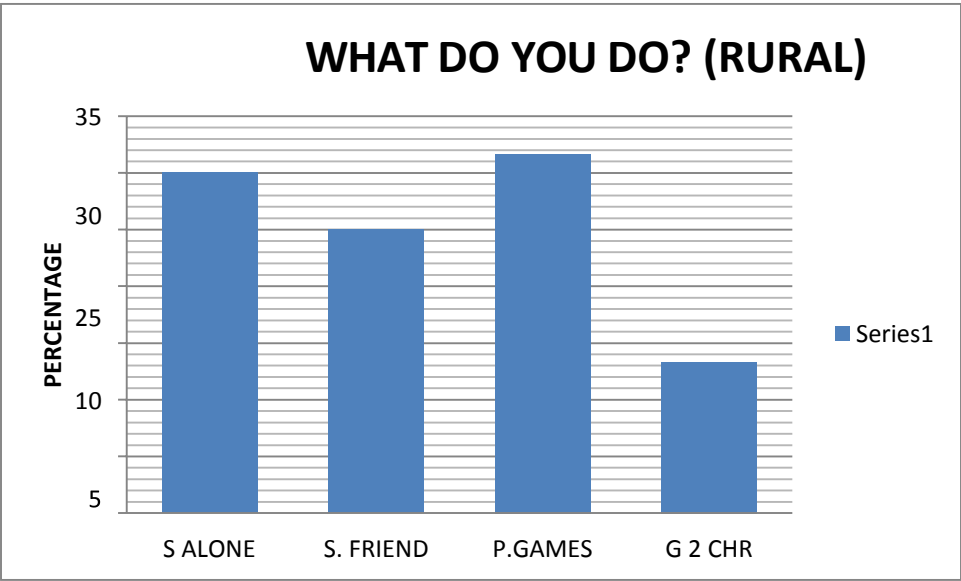


Figure 4.9: What do you do? (Rural)

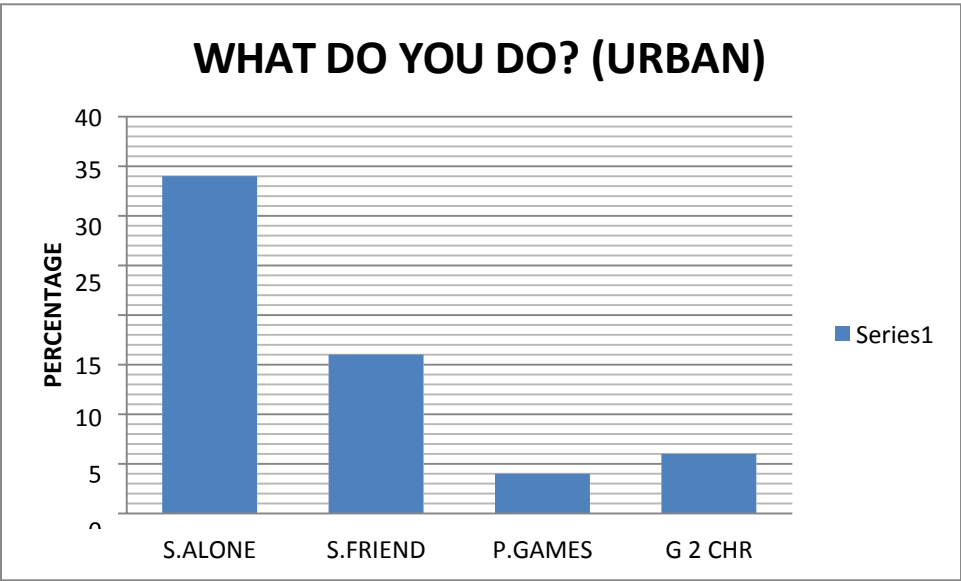


Figure 4.10: What do you do? (Urban)

KEY

S. ALONE = Means Study alone

S. FRIEND = Means Study with friends

P. GAMES = Means Play games

G. 2 CHR = Goes to church

In the absence of parents, 30% of the rural learners responded that they studied alone, 25% studied with friends, 31% played games while 13.33% went to church/the mosque. With regard to the urban learners, 56.67% played alone, 26.67% studied with friends, 6.67% played games, while 10% went to church/the mosque.

By nature, children see the opportunity as the best time to play when there is no one mentoring them. However, when their parents are around, there comes an opportunity for them to guide or instruct them on what to do at a particular point in time. Kohl, Lengua, and McMahon (2000) define parental involvement as every effort of the parent both at home and the school towards their child education.

Hill and Craft (2003) explicitly stated that children are guided by their parents perform brilliantly well on the academic work. He stated that influential parental participation on educational achievement was noted beyond the researchers to the policy makers who have been ruminating on improving the involvement of parents more than before in the academic success of their children.

Committee on Early Childhood Pedagogy (2000) emphasise that by examining the very act of parents that are available for change for example, parent involvement, and the technique by which these practice helped academic practices should be may be re developed to increase a child's academic performance. Willems and Holbein (2005) stated that, huge contributions of parents add to the rate at which the child believes that he is competent.

Question 6: What educational level do you think your parents would want you to attain?

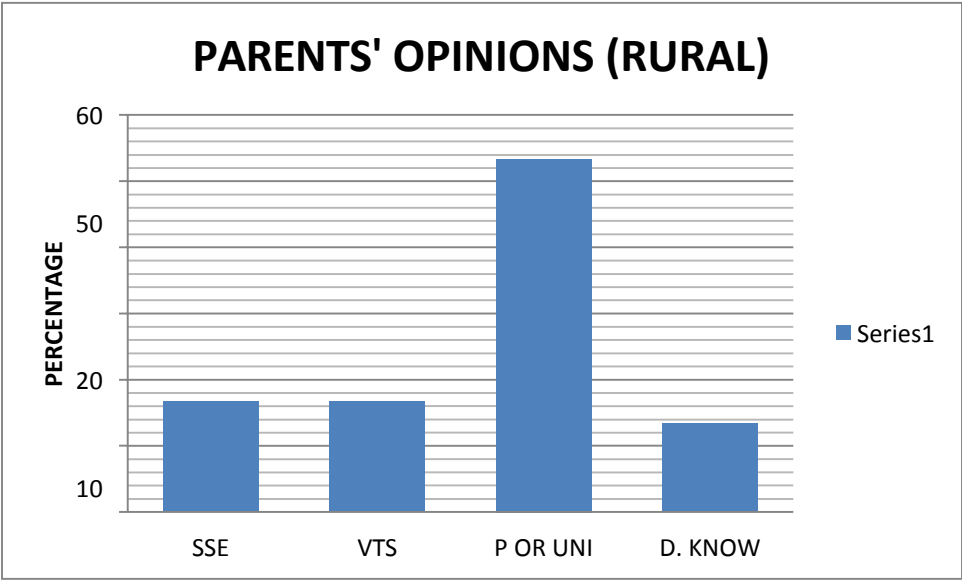


Figure 4.11 Parents' opinions (Rural)

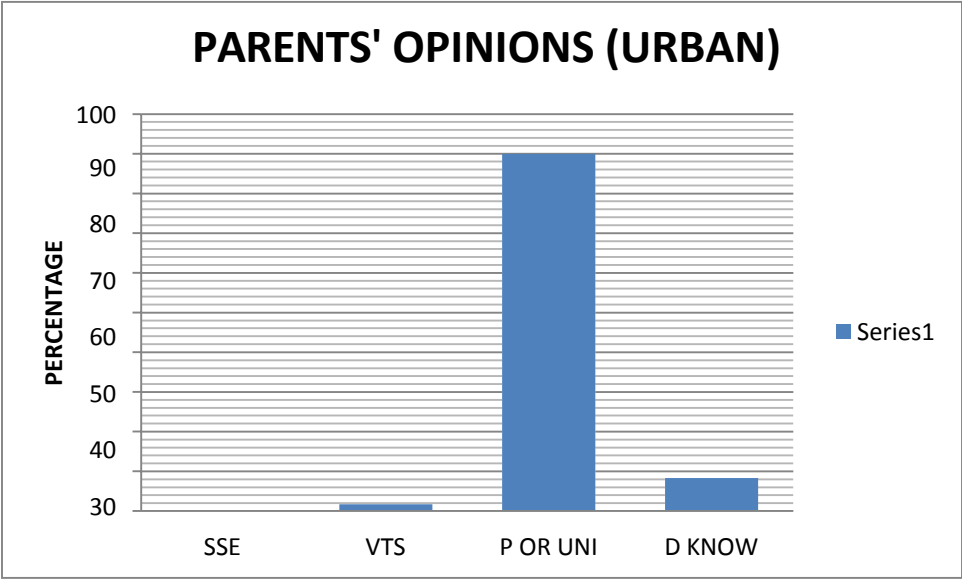


Figure 4.12: Parents' opinions (Urban)

KEY

SSE = Means Senior secondary education VTS = Means Vocation and technical study

P OR UNI = Means Polytechnic or University
D. KNOW = Means I Don't know

The findings regarding their parents' intention with their educational attainment indicated that 16.67% of the parents from the rural areas wanted their children to end up at secondary school. Similarly, 16.67% of the parents wanted a vocational or technical school education, 53.33% of the parents wanted a polytechnics or university education, while 13.33% of the parents did not know, according to their children.

The results regarding their parents' intentions concerning their educational attainment show that 0% of parents from the urban areas wanted their children to end up in secondary school, 1.67% of the parents wanted a vocational or technical school education for their children. An overwhelming majority of 90% of the parents wanted a polytechnics or university education while the children of 8.33% of the parents did not know what their parents expected of them.

Simon (2004) supports theoretical arguments that parents decided to be part of their children's education especially homework because they see it as their duties. They believe they want to liberate their children's academic life and make a notable difference in their children's education.

Question 7: What level of education do you wish to attain?

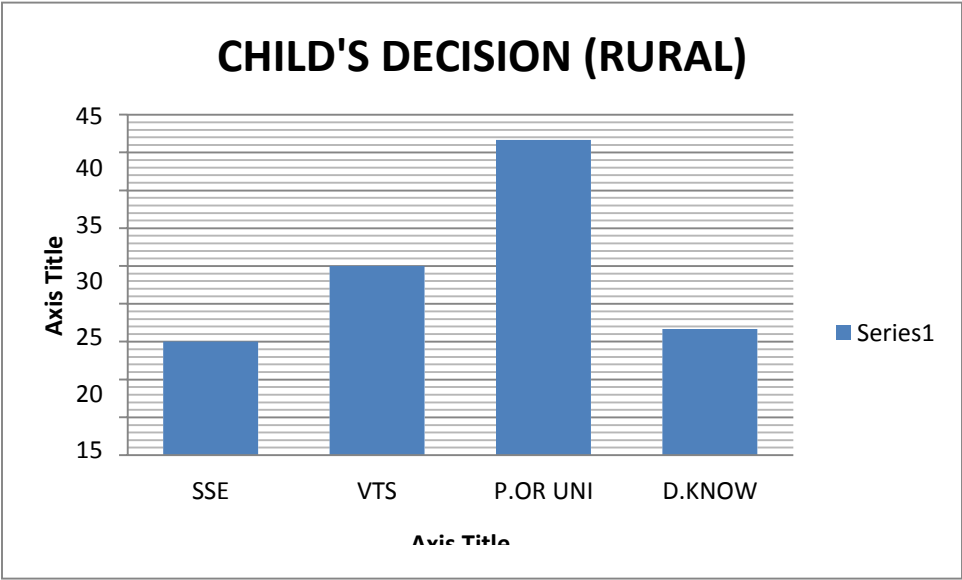


Figure 4.13: Child’s decision (Rural)

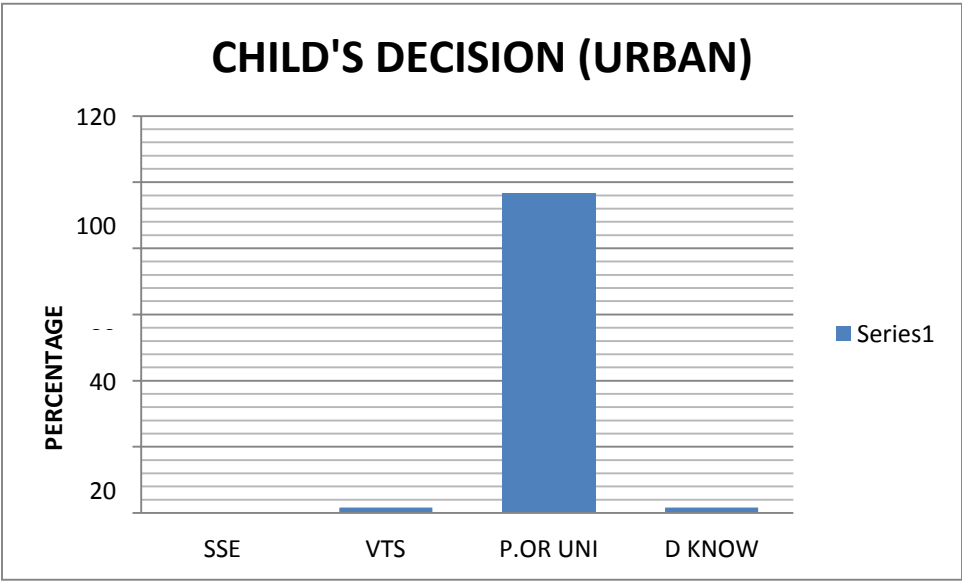


Figure 4.14: Child’s decision (Urban)

KEY

SSE = Means Senior secondary education VTS = Means Vocation and technical study P

OR UNI = Means Polytechnic or University

D. KNOW = Means I Don't know

Of the total population, 15% of the learners from the rural areas responded that they wanted to stop their education at secondary level. A quarter (25%) of learners wanted to go to vocational or technical school. In contrast, 41.67% wanted to go to polytechnics and/or university while 16.67% did not know what they wanted to do.

None of the urban learners wanted to stop their education at secondary school level and 1.67% wanted to go to vocational or technical school. An overwhelming majority (96.67%) wanted to go to polytechnics and/or university, while only 1.67% did not know what their direction would be.

St Clair *et al.*, (2013) research on aspirations and schools success have basically looked into whether aspiration can motivate school success. The conclusion is that though some learners have aspired beyond the labour market, aspiration has a very good impact on the academic success of learners.

Question 8: How much do you think does your parent/guardian care about your education?

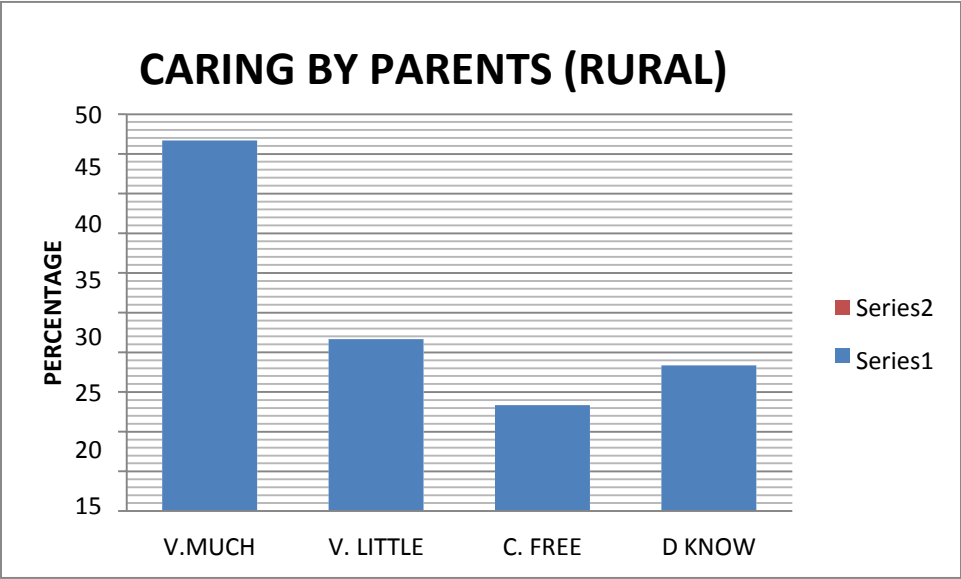


Figure 4.15: Caring by parents (Rural)

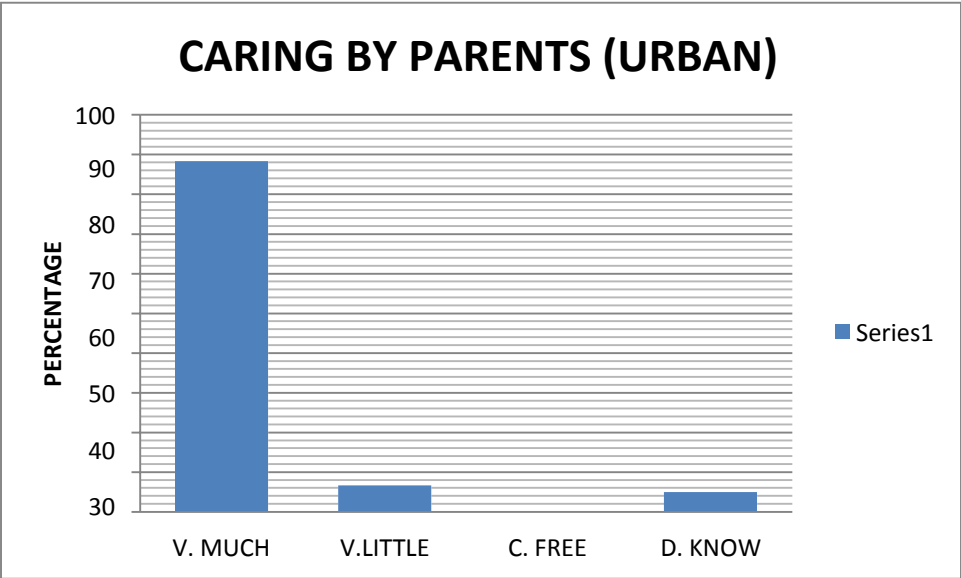


Figure 4.16 caring by parents (Urban)

KEY

V.MUCH = Means Very much V.LITTLE = Means Very little C.FREE = Means care free

D. KNOW = Means I don't know

Regarding parental attitudes towards their children's education, 46.67% of the learners from the rural areas replied that their parents cared very much about their education. On the contrary, 21.67% intimated that their parents cared very little. In addition, 13.33% stated that their parents did not care at all while 18.33% could not say anything about their parents' views regarding their education.

However, with regard to the urban learners, an overwhelming majority (88.33%) of the learners from the urban areas responded that their parents cared very much about their education. In contrast, 6.67% said that their parents cared very little, 0% of the parents did not care at all, while 5% could not say anything about their parents' views regarding their education.

According to Gadsden (2003), children that has no parent care are at risk, the fear or not been discriminated, abused and exploited. Harderves (1998) indicates that the family of children that are doing fine in school has the following attributes:

- They have time for their children and create a conducive study atmosphere.
- They monitor their childrens academic activities both in and out of the school.
- They encourage their children's academic growth and progress.

Dubois et al. (1994) indicate that family assistance and the good parental care determine what happens academically to the child at the school. He further stated that, parental care has notable impact on learners' academic achievement.

Question 9: Does your school have a biology laboratory? How well-equipped is it?

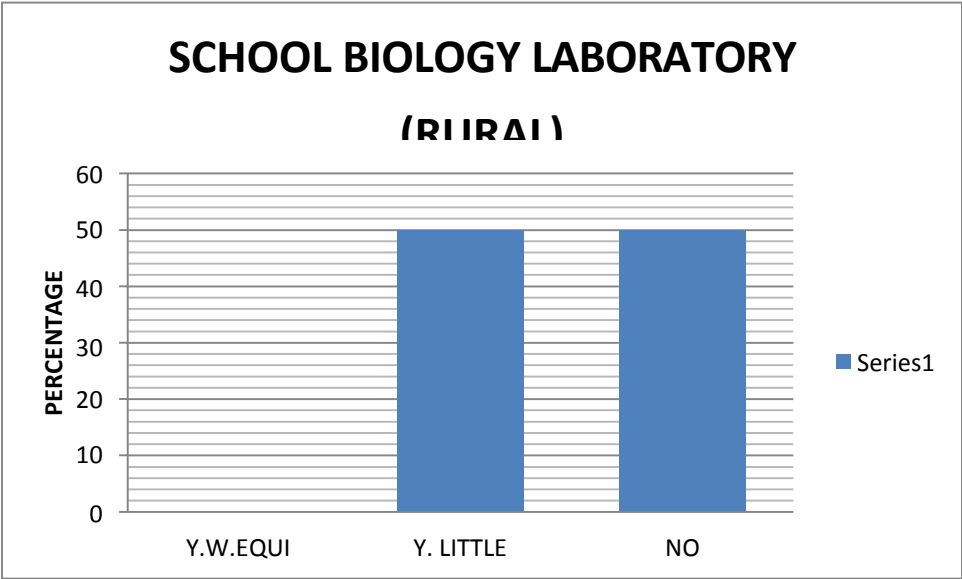


Figure 4.17: School biology laboratory (Rural)

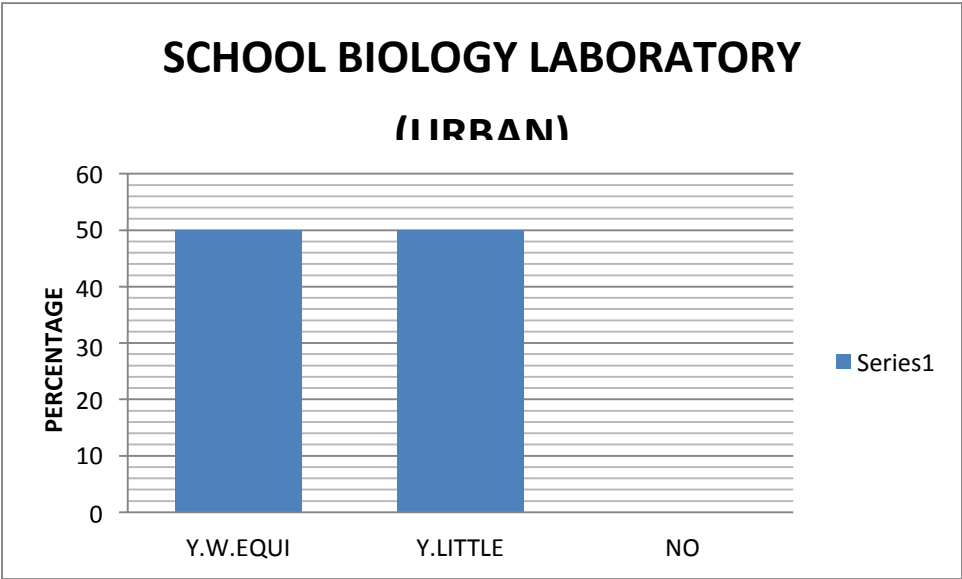


Figure 4.18: School biology laboratory (Urban) KEY
Y.W. EQUI = Means Yes well equipped
Y. LITTLE = Means Yes Little No = Means no not at all

The findings of this research concerning laboratory equipment revealed that only 50% of the schools in the rural areas had laboratories, but with little equipment. Equally, 50% did not have a laboratory at all.

As for the urban schools, 50% had a laboratory that was well equipped and 50% had a laboratory with limited equipment. Bajah (1983) submits that science laboratories are good tools of science instruction. The reason for this is that science is activity of research of natural things. He further stated that it is generally agreed that teaching and learning of science is effectively facilitated exploring discovery method or experimental approach. This method as well involve learners' participation, discovering problem, asking related question about the problem, performing experiment, and drawing conclusion.

Question 10: Is there a library at your school? How well-equipped is it?

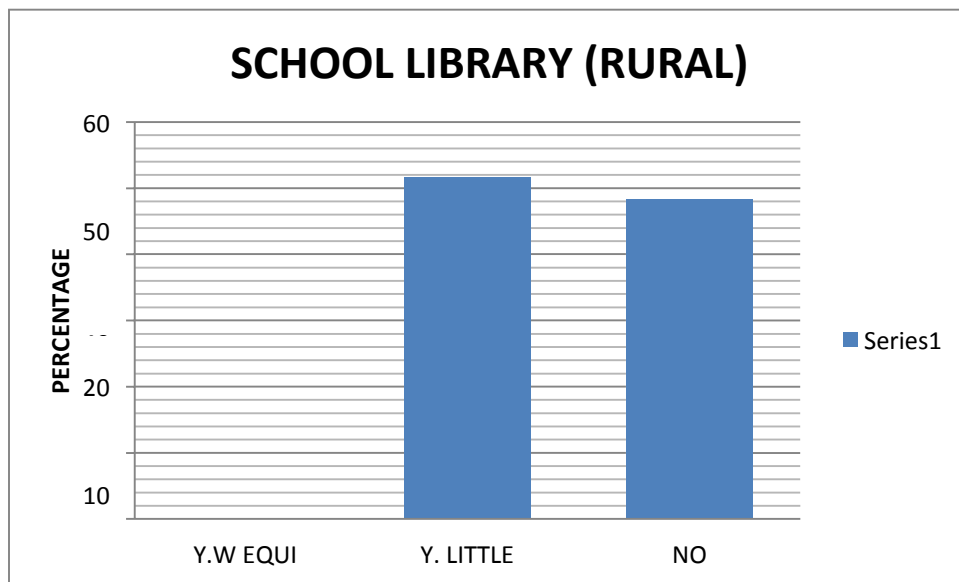
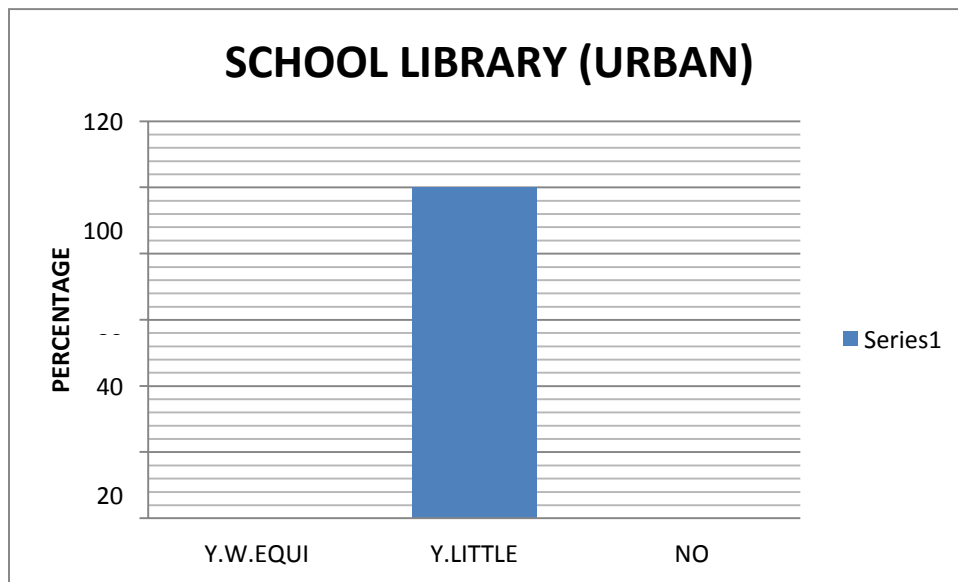


Figure 4.19: School library (Rural)



4.20: School library (Urban) KEY

Y.W.EQUI = Means Yes well equipped

Y. LITTLE = Means Yes Little No = Means no not at all

According to the results of the findings, 51.67% of the schools in rural areas had a library but were poorly equipped, while 48.33% did not have a library at all. The same findings revealed that 100% of the schools in the urban schools had libraries that were poorly equipped.

School library has a more significant role in learners' academic achievement than libraries at home in that the staff will give a helping hand to the learners. Lance, Welbom and Hamilton-Pennell (1994) submit that library and size off the staff determines academic success. Tarr and Sinclair-Tarr (2005) state that there is notable correlation between school library services.

In addition, Yarling (1968) discovered that existence of a well-equipped and managed library has a very notable impact on learners' academic success of primary school

learners. Learners that made the use of well-equipped and staffed library perform better in their studies.

Koga and Harada’s (1989) research on the behaviour of learners in Korea, Australia, Thailand and Japan school libraries and discovered that learners who have a very good mind towards the use of library performs academically better.

Question 11: Are there any public libraries in the vicinity of your place of residence? How well-equipped are they?

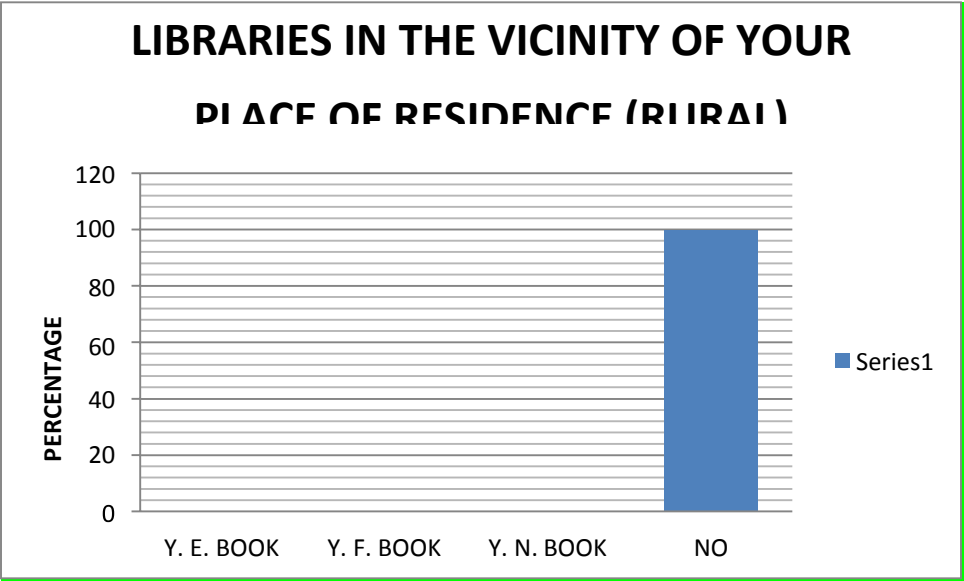


Figure 4.21: Library in the vicinity of the place of residence (Rural)

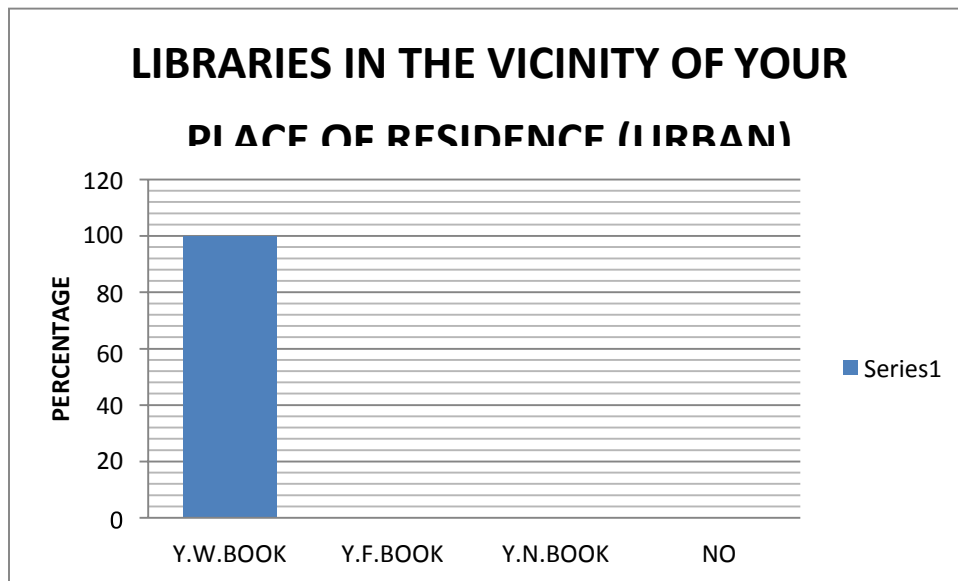


Figure 4.22: Library in the vicinity of place of residence (Urban)

KEY

Y.W.BOOK = Yes with books

Y. F.BOOK = Yes with few books Y.N.BOOK = Yes but no book

No = No, There is no library at all

The results of the findings from the rural learners showed that there was no library at all where they lived. From the same results, all learners from urban schools responded that there was a library in the vicinity their place of residence with enough books.

De Jager (2002:295) in a research carried out at the University of Cape Town submitted that learners who passed brilliantly well in their examination borrowed books from the library than those who did not. Result of the data collected showed that the available library materials commensurate with the academic achievement in a particularly field.

Question 12: Do you have a family library in your home? How is it equipped?

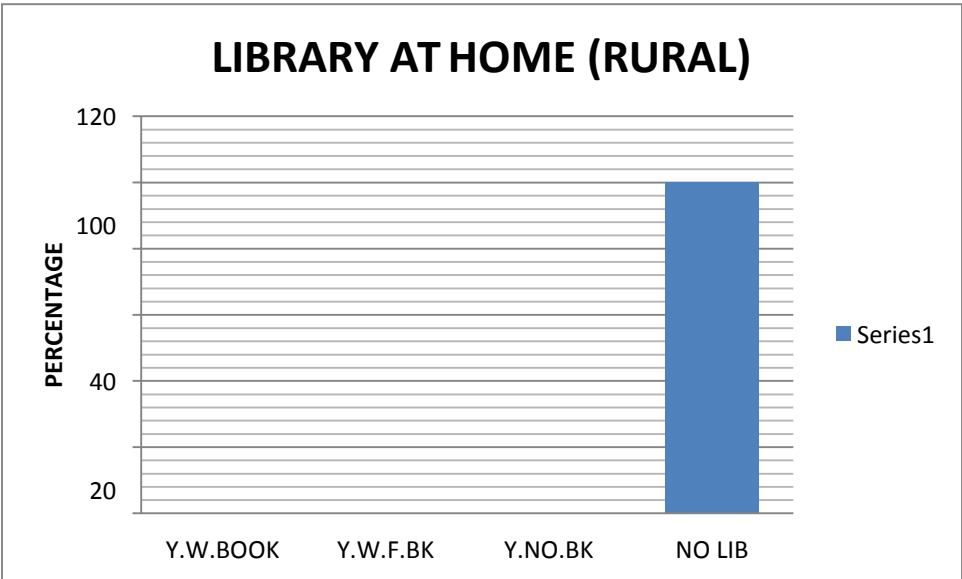


Figure 4.23: Library at home (Rural)

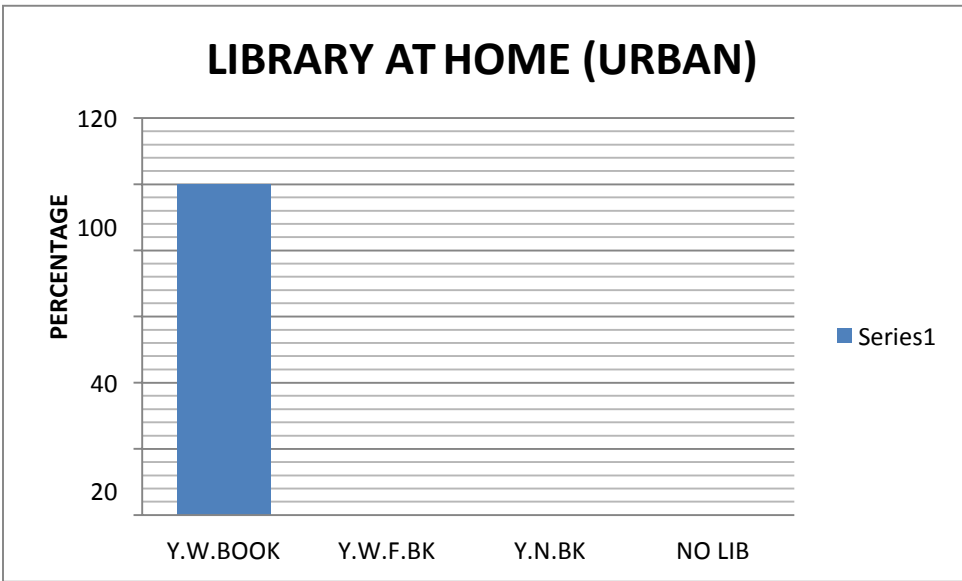


Figure 4.24: Library at home (Urban)

KEY

Y.W. BOOK = Yes with books

Y. F. BOOK = Yes with few books

Y.N. BOOK = Yes but no book No = There is no library at all

According to the results of the findings from the rural learners, there was no library at all at home. From the same results, all learners from the urban schools had access to a home library with enough books.

Question 13: Do you often use the internet for your studies? If you do not, why not?

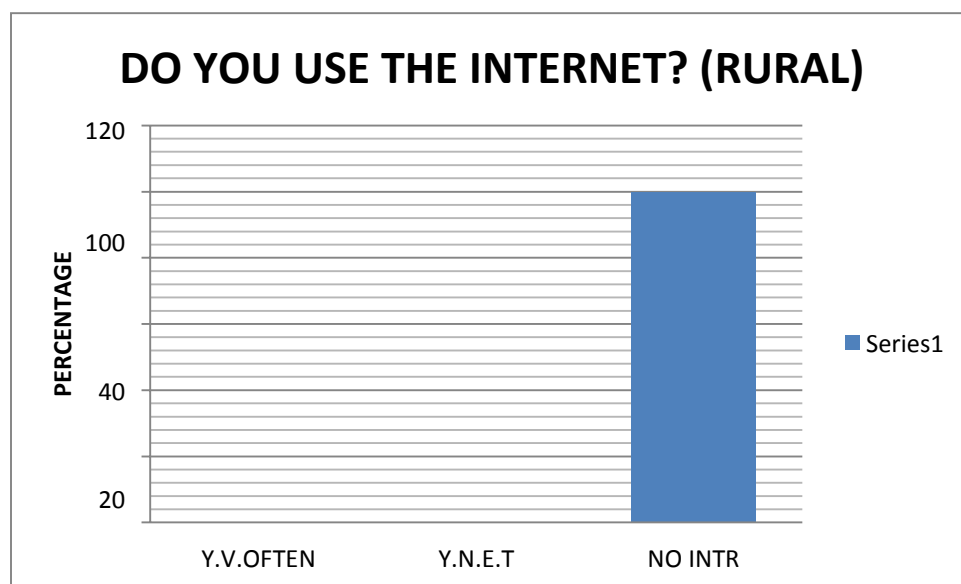


Figure 4.25: Do you use the internet? (Rural)

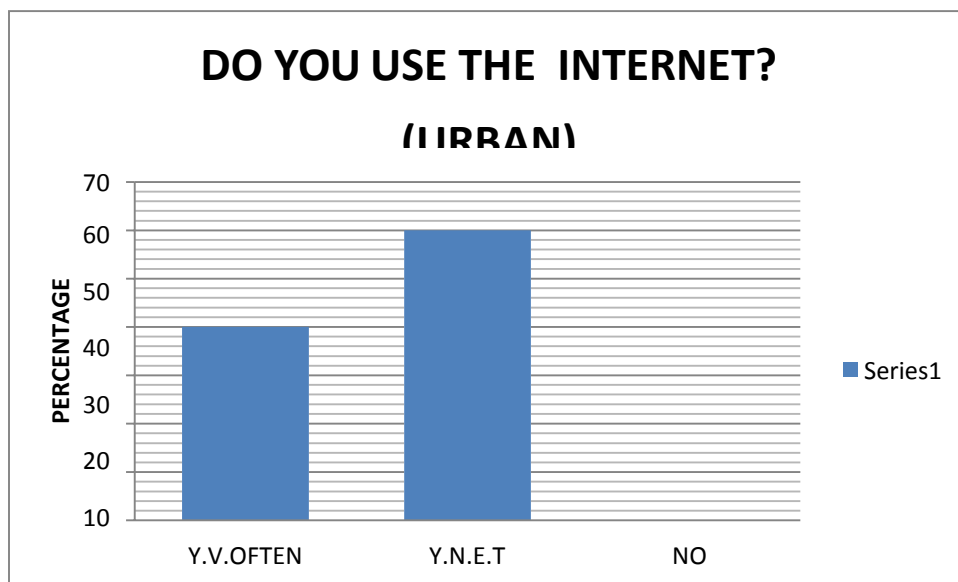


Figure 4.26: Do you use the internet? (Urban)

KEY

Y.V. OFTEN = Means Yes very often

Y.N.E.T = Means Yes not every time No = Means No I don't have interest

According to the findings, 100% of the rural learners responded that they did not use the internet for their studies. The same results revealed that 40% of the learners from urban schools declared that they used the internet very often for their studies, while 60% used the internet for their studies but not every time.

Osunade (2003) reports that American military designed internet as a tool to communicate each other. Hence, internet is a worldwide computer network connected together across far-reaching space. According to Madan (1987), developed countries around the world make use of internet and its use is globally spreading day-by-day.

Internet is spreading all over the world, its user increasing day by day, and that mostly the user are using internet for positive purpose, that is a good sign for the technology usage. All the developed countries have made huge advancement in this industry with a motive of huge profit (madan, 1987).

Question 14: Is there an internet facility at your school? How often do you use it for your studies?

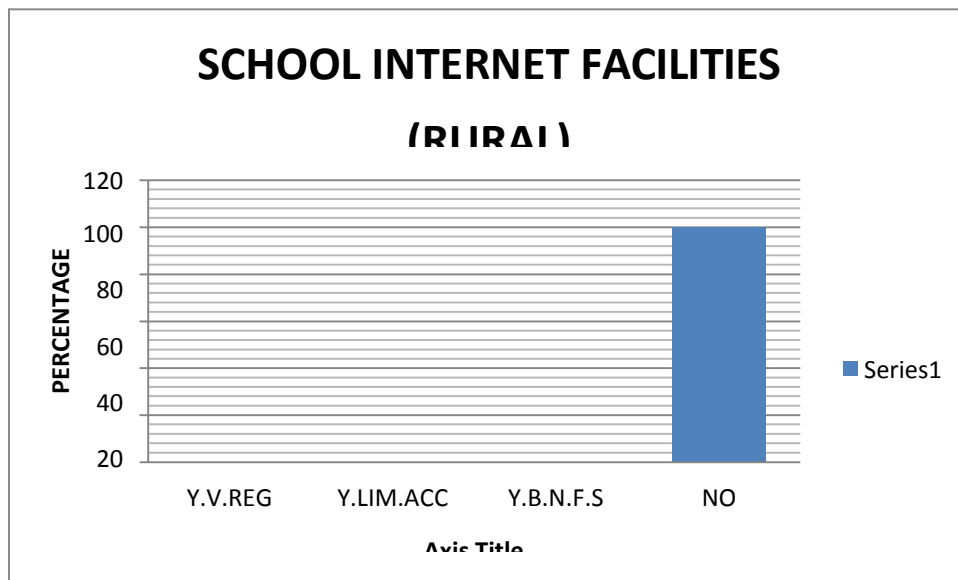


Figure 4.27: School internet facilities (Rural)

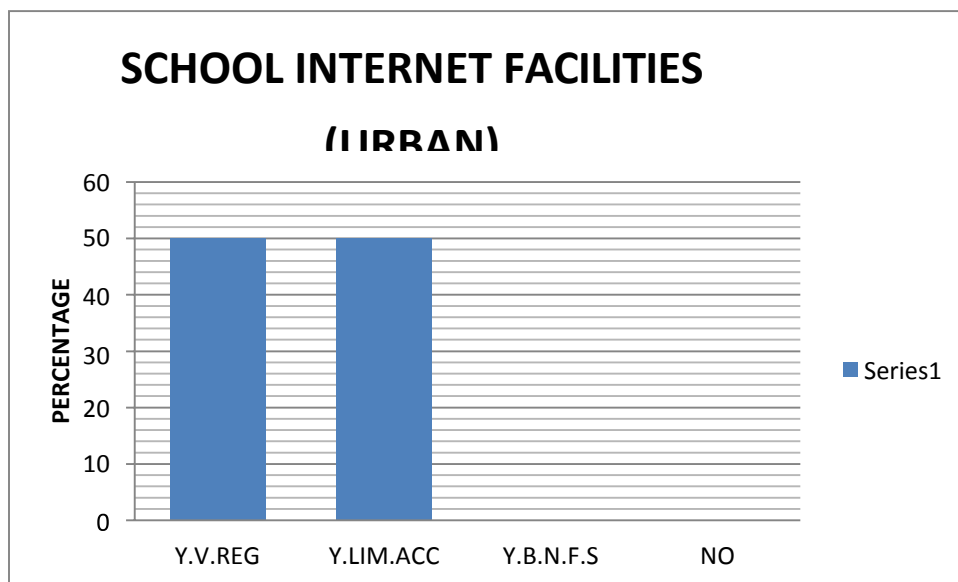


Figure 4.28: School internet facilities (Urban)

KEY

Y.V.REG = Means Yes very regular Y.LIM.ACC = Means Yes Limited access

Y.B.N.F.S = Means Yes but no frequent service NO = Means no I don't have interest

From the findings, it is clear that 100% of the learners from the rural schools indicated that they did not have internet facilities at their schools. The findings revealed that 100% of the learners from the urban schools responded that they had internet facilities at their schools.

Jones (2002) submit that learners and teachers see the internet as useful and convenient for educational activities. Lavined and kubey (2001) stated that 70% of teachers interviewed made it clear that they have produced high grade learners with the help of internet usage.

Question 15: Do you have an internet café close to your home environment? How often do you use it for your studies?

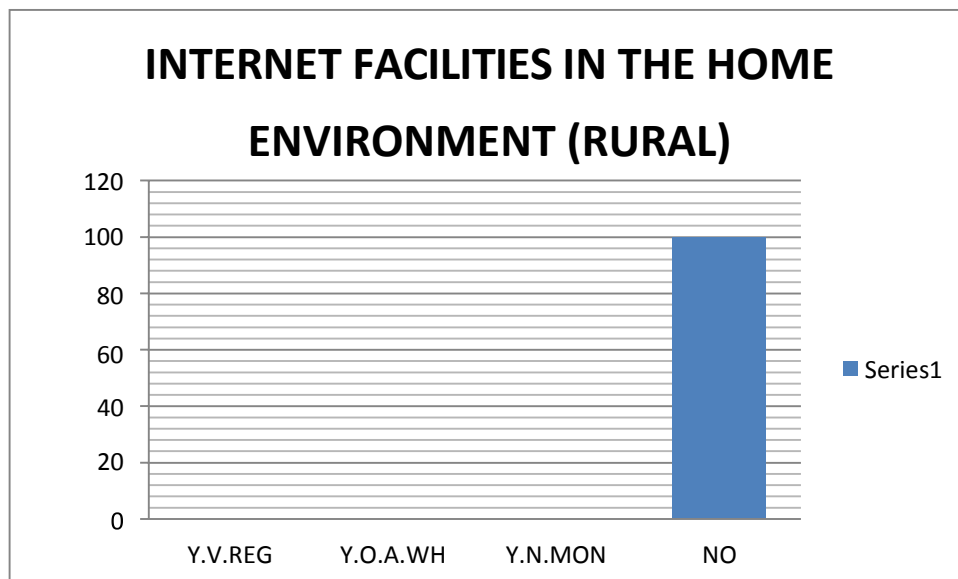


Figure 4.29: Internet facilities in the home environment (Rural)

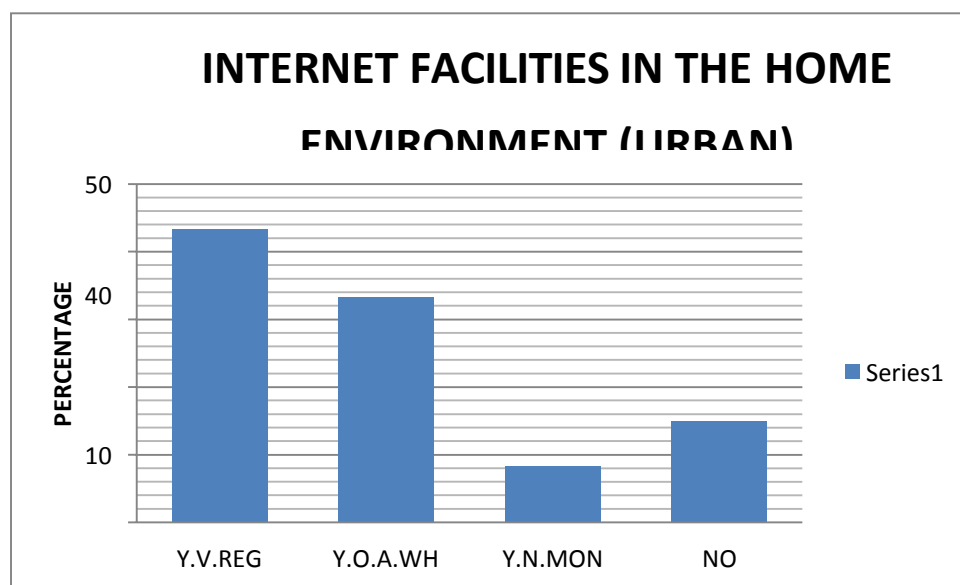


Figure 4.30: Internet facility in home environment (Urban)

KEY

Y.V.REG = Means Yes very regular Y.O.A.WH = Means Yes but once in a while

Y.N.MON = Yes but there is no money to access it. No = No, we don't have

All learners from rural schools replied that they did not have internet facilities close to their home environment. In contrast, 43.33% of the learners from the urban schools responded that they had internet in their home environment and it was used regularly. In contrast, 33.33% of the learners had internet access but used it once in a while, 8.33% of the learners had internet in their home environment but did not have money to access it. Lastly, 15% of the learners did not have internet access close to their home environment.

Kaur (2006) contributed that, some users use the internet for entertainment purpose. He further stated that it is very easy for people to use because it is not costly. Generally, the internet creates association between people of various cultures and communities.

Fallows (2004) asserted that internet helps us to know about the cultures and languages of neighbouring nations. Internet reduce gap between distance nations, religions and languages. Fallows (2004) discovered that the internet can be used for academic purposes. It is good to collect information and book travel ticket.

Question 16: Do you have internet access in your home? How often do you use it for your study?

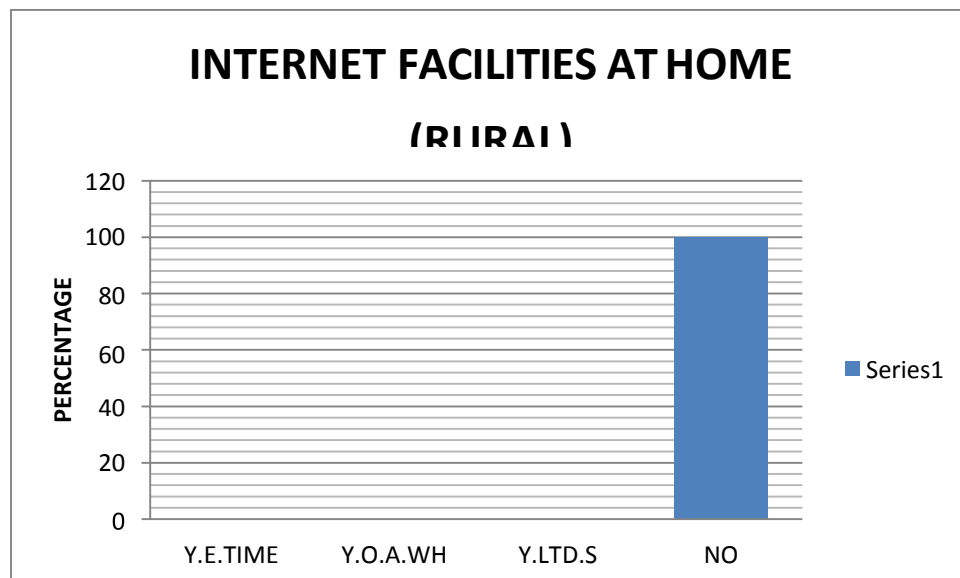


Figure 4.31: Internet facilities at home (Rural)

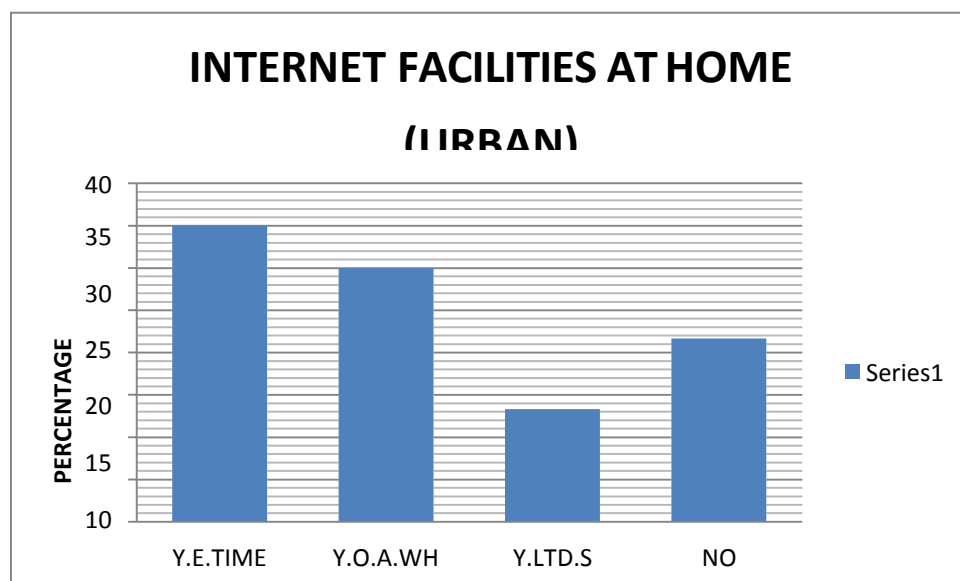


Figure 4.32: Internet facility at home (Urban)

KEY**Y.E. TIME = Yes, every time****Y.O.A. WH = Yes, once in a while****Y.LTD.S = Yes, but always a limited service NO. = No, we don't have**

From the findings, it transpired that 100% of the learners from rural schools stated that they did not have internet facilities in their homes.

The findings make it clear that 35% of the learners from the urban schools confirmed that they had access to the internet at home and that it was used frequently. In contrast, 30% of learners had access to the internet but used it once in a while, 13.33% of the learners had internet in their homes albeit with limited access. Less than a quarter (21.67%) of the learners did not have an internet facility in their homes.

Jackson et al. (2006) researched on the effect of home internet on educational success of less privilege children. They discovered that children of the high income parents who have access to the internet perform excellently better than children of the less privilege who cannot afford internet in their various homes.

Question 17: English is not our mother tongue, and many people have difficulty passing this subject. Could you please indicate your performance in the English language in your last examination?

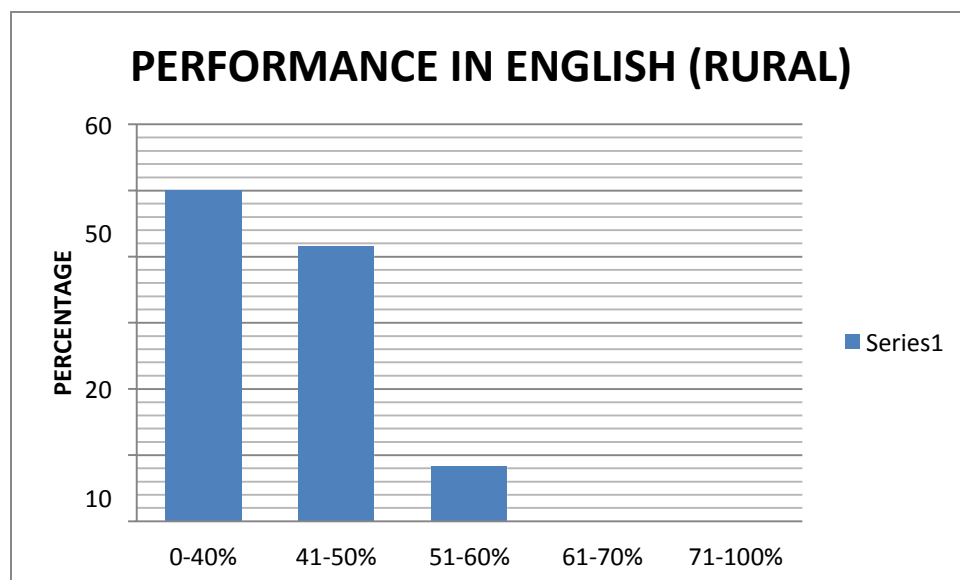


Figure 4.33: Performance in English (Rural)

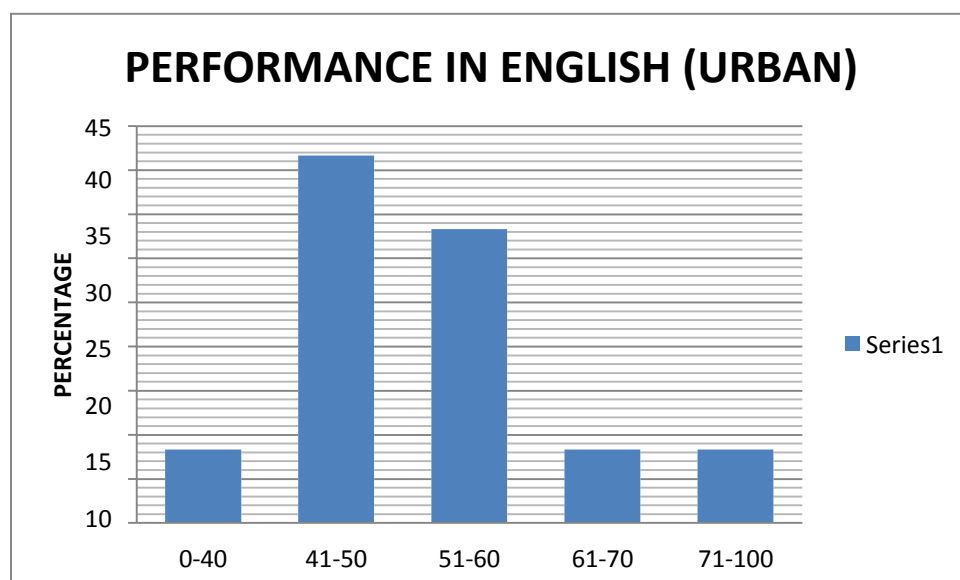


Figure 4.34 Performances in English (Urban)

Half (50%) of the of the learners from the rural schools responded that they scored between 0 and 40 in their last joint promotional examination. In contrast, 41.67% scored between 41 and 50, 8.33% scored between 51 and 60, 0% between 61 and 70 and 0% between 71 and 100.

In addition, the results of the analysis showed that 8.3% of the learners from urban schools scored between 0 and 40 in their last joint promotional examination. In contrast, 41.67% scored between 41 and 50, while 33.33% scored between 51 and 60. About 8.33% scored between 61 and 70 and 8.33% between 71 and 100.

Blythe (2003) indicates that the association between economic and social factors and English language performance among learners in Dubai secondary school. Research shows parental education helps learners' performance in the English Language.

Grissmer (2003) also argues that parental economic status is also an important factor that determines learners' performance in the English language. Taiwo (1993) added that, an educated parent will be able to assist his child at home. Therefore, parental educational status is another factor that helps a child academically.

Louie and O'Dwyer (2009) submit from the content assessment in K-12 EL learners that English Language competence should be considered when looking into academic achievement of learners. It is noted that English language competence and academic performance be measured.

Ayers and Peters (1997) submit that lack of competence in English language should be looked into as an obstacle to academic achievement at post-secondary school level where good grade in English language is expected for academic success. Several studies have measured how important English language is to educational attainment.

Question 18: No one should blame anyone who fails mathematics, because it is believed that only a few people can pass it. Could you please indicate your performance in mathematics in your last examination?

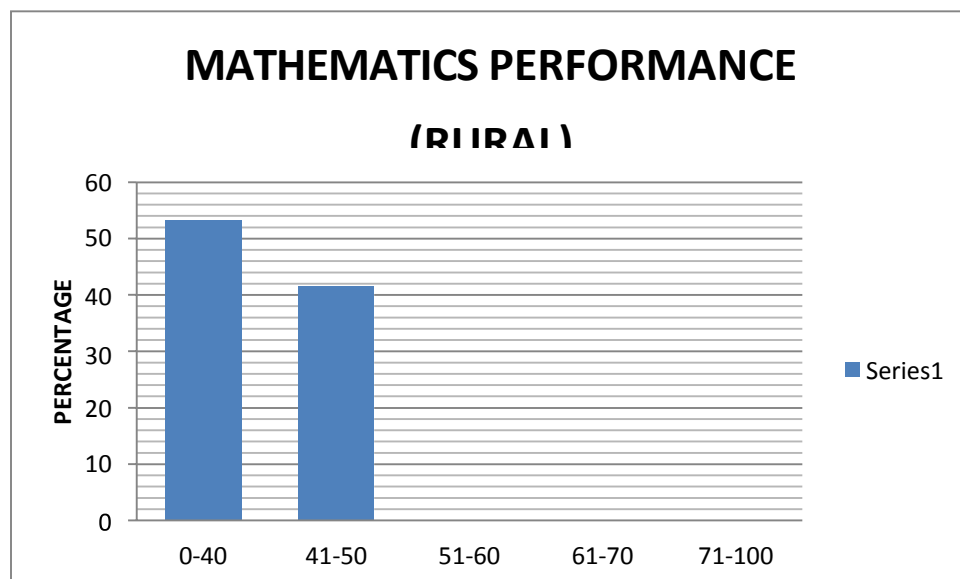


Figure 4.35: Mathematics performance (Rural)

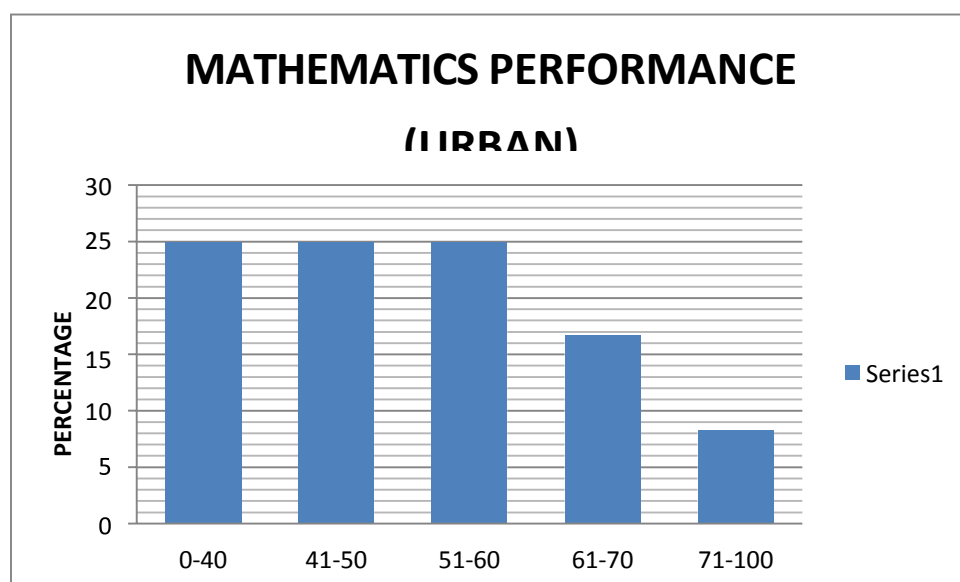


Figure 4.36: Mathematics performance (Urban)

From the results of the analysis, it transpired that half (50%) of the learners from rural schools scored between 0 and 40 in their last joint promotional examination. In contrast, 41.67% scored between 41 and 50, 8.33% scored between 51 and 60, 0% between 61 and 70 and 0% between 71 and 100.

In addition, the results of the analysis show that 8.3% of the learners from the urban schools scored between 0 and 40 in their last joint promotional examination. In contrast, 41.67% scored between 41 and 50, 33.33% scored between 51 and 60, 8.33% between 61 and 70 and 8.33% between 71 and 100.

Seah and Wong (2012) added that socio-economic influence affects learner's performance in mathematics. Some of the factors that might contribute to this are educational status of the parents. The most dominant dictates the disparities between the academic performance of rural and urban parents are parents' financial income and many more to mention.

Question 19: Do you have a father, if yes, what is his monthly income range in Naira?

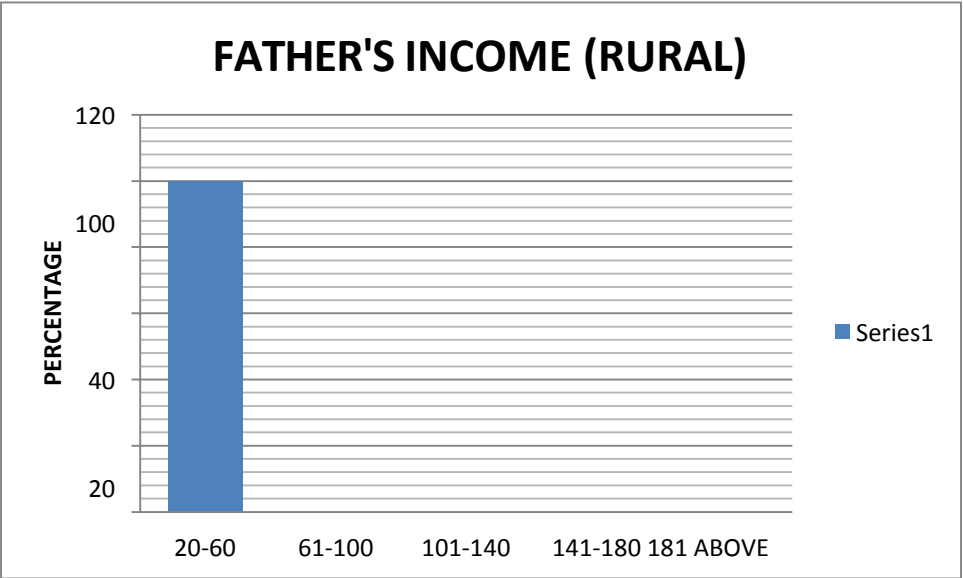


Figure 4.37: Father's income (Rural)

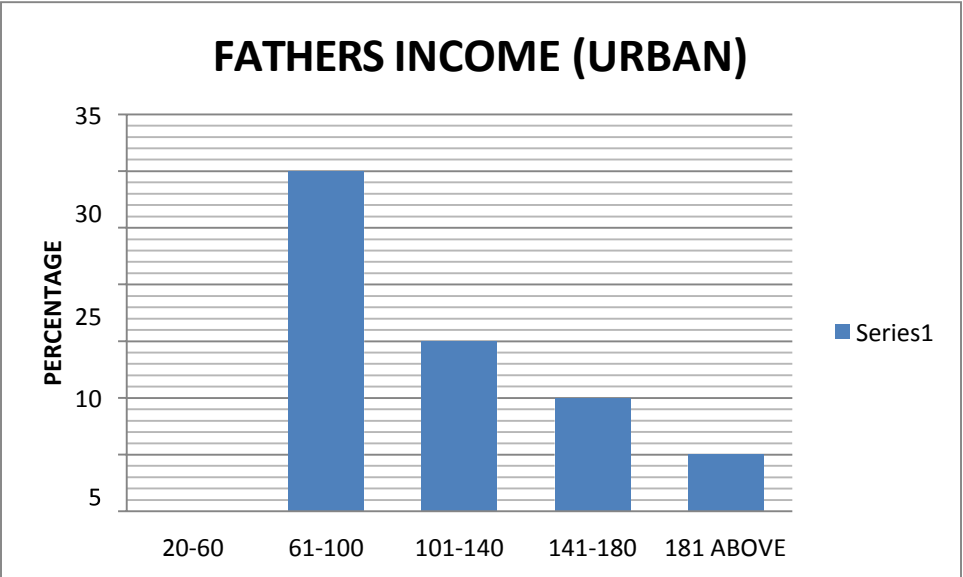


Figure 4.38: Father's income (Urban)

One hundred percent of the monthly income of the fathers from the rural areas were between

20,000 Naira to 60,000 Naira.

Zero percent of the fathers from urban areas earned between 20,000 and 60,000 Naira, 30% earned between 61,000 and 100,000, 15% between 101,000 and 140,000, 10% between 141,000 and 180,000 and 5% earned 181,000 and above.

In his research with 175 less paid African American families, Black et al. (1999) discovered that fathers' financial benefaction determines children's competence and ways of life. Grissmer (2003) also points out that parental economic status is also an important factor that determines learners' performance. Shinn (1978:295) added that majority of research work indicated negative outcome of fathers' absenteeism on academic performance of learner.

Question 20: Do you have a mother? If yes, what is her monthly income range in Naira?

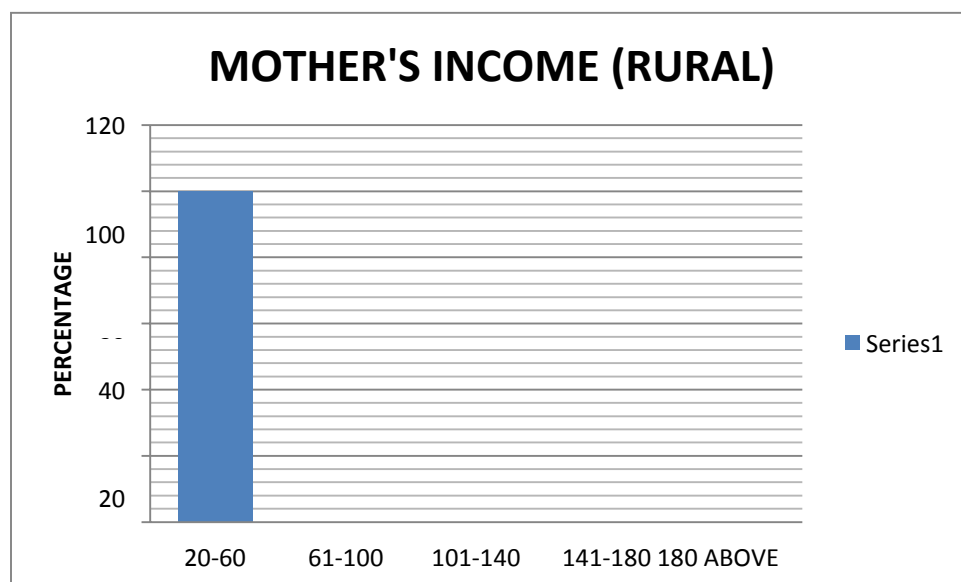


Figure 4.39: Mother's income (Rural)

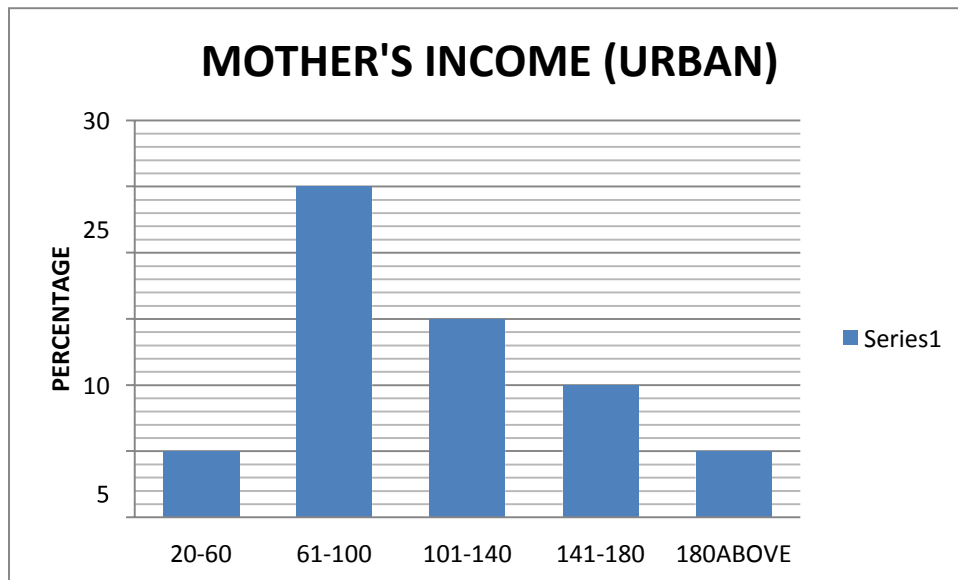


Figure 4.40: Mother's income (Urban)

One hundred percent of the monthly incomes of mothers from the rural areas were between 20,000 Naira to 60,000 Naira. With regard to mothers from urban areas, 5% earned between 20,000 and 60,000 naira, a quarter (25%) earned between 61,000 and 100,000, 15% between 101,000 and 140,000, 10% between 141,000 and 180,000 and 5% earned 181,000 and above.

Gold and Andres (1978) submit that incessant absence of a mother from education tells on the affects their possibilities of getting a good job and mothers unemployment affects academic performance of children.

In addition, Mercy and Steelman (1982) submit that types of employment have a negative effect on children's intelligent quotients.

4.4 QUALITATIVE DATA

4.4.1 Focus Group interview for teachers

1. What can you say about the performance of the selected schools in West African Examination Council?

Answers:

Ogbomoso High School

Mr Adetoye: The performance of students of Ogbomoso High School is not too poor

Mr Ayanwale : Almost 45% of students of Ogbomoso High School do perform very well
: They are average

Emmanuel Agboola:

Mr 4 : The performance is above average

Mr 5: The performance is a little above average

Community High School Idi-Araba:

Mr A: The performance is nothing to write about

Mr B: The is urgent need to do something about this failure rate, it is becoming an on becoming.

Otamokun high school, Otamokun

Mr A: This year West African Examination result and National examination Council are even worst.

Mr B : The results are not at all encouraging

2. What are the factors responsible for the academic achievement imbalance between the rural and urban schools in Ogo Oluwa and Ogbomoso South Local Governments?

Answers:

Ogbomoso High School

Mr Ayanwale: Insufficient numbers of teaching is really affecting schools in Ogo Oluwa Local Government Area.

Mr Adetoye: Some of the teachers in Ogo Oluwa Local Government do seek for transfer because

the school is located in rural areas and this is affecting the performance of their students.

Mr Ayanwale: Some subjects are not offered in at schools in Ogo Oluwa Local government due to lack of teachers

Mr Adetoye: Some key subjects like English and Mathematics are taught by unqualified teachers in Ogo Oluwa Local governments schools.

: Schools in the urban have enough teachers for various subjects but reverse is

the case in rural schools, this contribute to the imbalance.

Emmanuel Agboola:

Mr 4 : Schools in the urban area have enough teachers that teaches various subjects, but Reverse is the case in rural areas, this contribute to the imbalance.

Mr 5 : Lack of enough teachers, long distances to the school.

Community High School Idi-Araba:

Mr A: The .environment is totally unconducive for learning.

Mr B: Teaching materials are not at all enough, No classroom, even sometimes, we find it difficult to get chalk to teach.

Otamokun high school, Otamokun

3. What are the literacy practices that the learners engage in while in the class?

Answers:

Ogbomoso High School

Mr Adetoye: At times, teachers do ask the students to read some notes on the chalk board, at times, they may dictate note for them to write, these are done in other to teach them how to read and write and they are always corrected whenever they made mistakes.

Mr Ayanwale: Note dictation

: Reading and writing. Students are allowed to read in the class, they are also enforced to write their note in the class and not at home.

Emmanuel Agboola:

Mr A: Reading: students are allowed to read in the class.

Mr B: Writing: students are also enforced to write their notes in the class.

Community High School Idi-Araba:

Mr A: We encourage them to read and write

Mr B: We also discourage vernacular speaking in the school.

Otamokun high school, Otamokun

Mr A: We prohibited the use of cell phone, so that they can concentrate to the teaching in the class.

Mr B: We went to the extent of punishing any student who speaks vernacular

4. Is there library for the use of your learners?

Answers:

Ogbomoso High School

Mr Ayanwale: Yes but the students don't normally go there.

Mr Adetoye: Yes

Emmanuel Agboola:

Mr A: Yes

Mr B: Yes

Community High School Idi-Araba:

Mr A: No

Mr B: No

Otamokun high school, Otamokun

Mr A: Not at all

Mr B: We have none

5. Do you have enough teaching and learning materials in your school:

Answers:

Ogbomoso High School

Mr Adetoye: Yes

Mr Ayanwale: Yes but we want more

: No, we still want more

Emmanuel Agboola:

Yes, but we still need more.

Community High School Idi-Araba:

Mr A: No

Mr B: No

Otamokun high school, Otamokun

Mr A: No

Mr B: No

6. What are the activities used by teachers to develop literacy practices and how are they organized out of the class but in the school?

Answers:

Ogbomoso High School

Mr Ayanwale: Students are engaged in early reading between 7am-7:30am everyday

Mr Ayantoye: Literary and debating, quiz competition are organized for students, so as to improve them academically, the program is always supervised and monitored

Emmanuel Agboola:

Mr 5: Debate, quiz competition, students are organized in a specific place.

Community High School Idi-Araba:

Mr A and B: Literary and debating

Otamokun high school, Otamokun

Mr A and B: Literary and debating

7. How are the learners participating in the class?

Answers:

Ogbomoso High School

Mr Ayantoye: Students do participate actively when the lesson is going on.

Mr Ayanwale: Majority of the students speaks good English language.

Emmanuel Agboola:

Mr 5: They are participating actively

Mr 6: They answer questions and contribute when asked

Community High School Idi-Araba:

Mr A : Only very few responded to questions

Mr B : I think the problem is how to express themselves in English

Otamokun high school, Otamokun

Mr A : Since the lessons were in English, majority of the students find it difficult to express themselves

Mr B: What he just said was our major problems, they suppose to have sailed through this When they were in Primary school.

8. What are the literacy practices /academic activities?

Answers:

Ogbomoso High School

Mr Ayanwale: Quiz competition
Debate

Essay writing
Mathematics competition

Mr Ayantoye: Same

Emmanuel Agboola:

Mr 5 : Debate and competition

Mr 6: We also participate in jet club

Community High School Idi-Araba:

Mr A: Literary and debating

Mr B: And Essay writing

Otamokun high school, Otamokun

Mr A: Debate and Essay writing

Mr B: Yeah, he is right.

9. What are the impacts of the medium of instruction on the learners' achievements in exams?

Answers:

Ogbomoso High School

Mr Ayantoye: Some of the students performs below expectation in the exam because they are not good in English language which is the medium of instruction.

Mr Ayanwale: Some students can write correct English language while some cannot.

Emmanuel Agboola:

Mr 5: Students are very poor in English language which is the official language, and this affects the performance greatly in the exam

Mr 6: In my view, 50% of our students are good but other struggles a lot to catch up.

Community High School Idi-Araba:

Mr A: Only 10% manage to cope

Mr B: I think it should be up to 12% that manage to cope, to me, it is still a problem

Otamokun high school, Otamokun:

Mr A: The only medium of instruction is English and it is a problem

Mr b : And that is one of the major reasons while our students are not performing as expected in the exams.

10. What are the medium of instruction teacher prefer and why?

Answer:

Ogbomoso High School

Mr Ayanwale: English language is preferred because it is the official language

Mr Ayantoye: English language, it is the acceptable language.

Emmanuel Agboola:

Mr 5 : English language, it is the official language

Mr 6 : English language, it is the acceptable language

Community High School Idi-Araba:

Mr 5 : English language, it is the official language

Mr 6 : We all know that the official language in Nigeria is, English language

Otamokun high school, Otamokun

Mr 5 : English language, it is the official language

Mr 6 : English language

RESPONSES OF THE PRINCIPALS

1. How do you gauge your performance in the last two years?

Answers:

Ogbomoso High School :

The result is not too impressive, the students performs poorly in West African Examination Council but National Examination Council is a little fair.

Emmanuel Agboola:

Infact, my school performed very well in the last two years

Community High School Idi-Araba:

The academic performance of my students are poor.

Otamokun high school, Otamokun

The results for some years have not been encouraging, the students performances in both West African Examination Council and National Examination Council are not

encouraging.

2. What in your opinion has led to that type of performance?

Answers:

Ogbomoso High School :

Some of these students are too playful, they prefer watching television, video to studying
Some of them have hand sets and engaged themselves with it instead of studying.
Some of the students are also apprentice, they do not have time to study.

Emmanuel Agboola:

It was the joint effort of the teachers, vice principals and the principal that led to the great achievement. Every one discharged his or her duties as expected.

Community High School Idi-Araba:

Where they trek to the school to and fro everyday is far, absolutely, they will be tired and won't be able to study when they get home.

Otamokun high school, Otamokun

These days, students engaged themselves in so many things that distract their attention from studies, most of them now ride bikes, popularly known as okada. They operate phones instead of reading, above all, they engage in form of trading or the other.

3. Briefly comment on academic performance of learners in Ogo Oluwa and Ogbomoso South local governments:

Answers:

Ogbomoso High School :

Ogo Oluwa local government is a rural area while Ogbomoso South local government is located in urban area.
Students in Ogbomoso South local government areas perform better than students in Ogo Oluwa local government.

Emmanuel Agboola:

Environment has affected the performance of students in Ogo Oluwa schools.
Teachers also do not normally stay in that area because it is located in the rural area.
They do not have enough teachers to handle some key subjects e.g English language and mathematics.

Community High School Idi-Araba:

Ogbomoso south people perform better than our children at Ogo Oluwa, so many factors, I believe this is due to environmental and social factors.

Otamokun high school, Otamokun

Probably because of the location and environment, learners in Ogbomoso South that is located

in the urban area outstand those in the Ogo Oluwa which is located in the rural area.

4. What do you think are the causes of the academic imbalance that exists between the rural and the urban schools in Ogo Oluwa and Ogbomoso South Local Governments?

Answers:**Ogbomoso High School :**

To be candid, students in Ogbomoso south perform better than students in Ogo Oluwa academically, the reasons for this are:

Schools in Ogbomoso South are well staffed.

Ogo Oluwa schools are under staffed.

Some of the teachers that are teaching most subjects in Ogo Oluwa are not experts in those subjects .

All these really affect the academic performance of Ogo Oluwa students.

Emmanuel Agboola:

It has been discussed in question 3

Community High School Idi-Araba:**Otamokun high school, Otamokun:**

Schools in the urban area are well equipped, adequate staff, subjects handled by experts, unlike

the rural area that have insufficient staff, not well equipped, subjects are handled by available staff and not expert.

5. How can the gap be bridged or reduced?

Answers:**Ogbomoso High School :**

Teachers in Ogo Oluwa should be motivated by the community and the government.

Schhols in Ogo Oluwa should be well staffed.

Emmanuel Agboola:

Governments should be compensating the teachers in Ogo Oluwa, it will serve as motivation to them.

Busy allowance should be paid for teachers in the rural areas. (Ogo Oluwa)

Community High School Idi-Araba:

Otamokun high school, Otamokun

Government should come to the aid of the rural schools by motivating staff through incentives.

Community should cooperate with the schools by sending the children out to schools, also student.

Should be encouraged by providing facilities that naid learning.

Above all, more staff should be taken to the rural areas.

6. What are the literacy practices found in your school?

Answers:

Ogbomoso High School :

Student are mandated to be reading on their own between 7am-7:30am every day to improve

their reading and writing habit.

Debate and quiz competitions are also organized for the students every Wednesdays, this have been improving students academically

Emmanuel Agboola:

Quiz competition

Debate

Literary and debating program is fixed for Wednesdays every week

Community High School Idi-Araba

Students are always adequately engaged in classes and even when they are not in class, they go for extra curricular activities.

Otamokun high school, Otamokun

7. Do this differ from those found in other schools? How

Answers:

Ogbomoso High School:

Yes, Apart from Ogbomoso High School, I have not seen any school in this neighborhood that is doing the same, especially early morning reading.

Emmanuel Agboola:

Actually some schools are also doing literary and debating programs but not all schools

Community High School Idi-Araba:

Yes, we always want to be outstanding in our school. We do things that other schools cant Do academically.

Otamokun high school, Otamokun

8. What are the approaches used by your teacher s to develop the learners literacy practices?

Answers:

Ogbomoso High School:

They supervised the students during this programs and attend to them whenever they have any question.

Emmanuel Agboola:

They organize the students during literary and debating program time and they coordinate the program.

Community High School Idi-Araba:

The teachers teach adequately and evaluate the students periodically

Otamokun high school, Otamokun

9. In which way does the school administration ensure the development of this literacy programs?

Answers:

Ogbomoso High School:

It is the school management that establish the programs, school admin also encouraged

teachers to coordinate the students.

Emmanuel Agboola:

School authority which includes the Principal, vice principals, Head of Departments and Head of subjects gives their full support to literacy practices in the school. They monitor the program and encourage the teachers to participate actively

Community High School Idi-Araba:

The school administration by providing the needed fund.

Otamokun high school, Otamokun

10. How often do you organize literacy events e.g debate in your school?

Answer:

Ogbomoso High School:

Very often (every week)

Emmanuel Agboola:

It is done adequately

Literary and debating is done weekly

Valedictory speech and lecture is done annually

There is another one that is done occasionally e.g quiz competition

Community High School Idi-Araba:

Every week

Otamokun high school, Otamokun

11 .What other activities does your school organize to ensure the development of literacy practices?

Answer:

Ogbomoso High School:

Seminar, Valedictory lecture, career talk etc.

Emmanuel Agboola:

Workshop

Lectures

Quiz competition

Community High School Idi-Araba:

Seminars, lectures, get together, work shop, career talk.

Otamokun high school, Otamokun

12 .What challenges does your school administration face in the process of fostering the development of literacy practices?

Answer:

Ogbomoso High School:

Some teachers do not normally come to school on time to supervise the students when the program is on.

Some students also comes late for the early morning reading.

Emmanuel Agboola:

Students do run away for literary and debating program, before they show up, teachers do run after them.

Community High School Idi-Araba:

Most teach complained , they are not well paid, therefore they don't cooperate.

Students at times don't come out in time for the program.

There is no adequate seats for convinency

Otamokun high school, Otamokun

13 Do you have library in your school, is it well equipped?

Answers:

Ogbomoso High School:

Yes, It is well eqquiped

Emmanuel Agboola:

Yes.

Community High School Idi-Araba:

Otamokun high school, Otamokun

14 Do you think that the teachers use the library as well?

Answers:

Ogbomoso High School:

Actually, teachers were provided with enough materials, yet, some teachers still use the library

Emmanuel Agboola:

Yes

Community High School Idi-Araba:

Otamokun high school, Otamokun

15 How many teachers do you have on your class role? And what are their qualifications?
Answers?

Ogbomoso High School:

There are 54 teachers in my class roll, 49 teachers are university graduate while 6 teachers are NCE holders

Emmanuel Agboola:

There are 36 teachers, 28 are University graduates while 8 are NCE holders

Community High School Idi-Araba:

Otamokun high school, Otamokun

FOCUS GROUP SCHEDULE FOR PARENTS

1. Are you satisfied with your children's performance? If yes why? and if no, why not?

Answers:

Ogbomoso High School:

Mr B : No, because I cannot see him speaking English Language, he speaks Yoruba all the time

Mr A : Yes, He is trying

Emmanuel Agboola:

Mr 8 : Yes because they are better off than me

Mr 6 : I am a little bit satisfied but not up to my expectations, I believe there is still room for

improvement.

Community High School Idi-Araba:

Mr A : No, because they don't speak English

Mr B : My, brother in the city came, he check there previous results and said they fail.

Otamokun high school, Otamokun

Mr A: No, I always see their results red

Mr B: No.

2. How do you compare the performance of your child's school with those other schools in

Ogo Oluwa and Ogbomoso South Local Government, especially in West African Examination Council's results?

Answer:

Ogbomoso High School:

Mr B: It is almost the same thing, I cannot see the difference.

Mr A: No, it doesn't even show on them that they are going to school.

Emmanuel Agboola:

Mr 8: Their performance is cannot be compared because the level of facilities that aid learning

is more in the school that my child attends compared to that of Ogo Oluwa schools.

Mr 6 : From what I hear and see, my wife performs excellently when compare to those in the rural areas

Community High School Idi-Araba:

Mr A: I know that the performance in my child's school are poor, after secondary school, they do

not go to the University whereas those in Ogbomoso South further their studies to higher institutions.

Mr B: My brother has been telling me that I should let my children come and school in the city, so that they can brilliant.

Otamokun high school, Otamokun:

Mr A : I have decided to take my children to Ogbomoso south for better performance.

Mr B: The performance of students in my child's school is poor while that of Ogbomoso

3. What language do you speak at home?

Answer:

Ogbomoso High School:

Mr B: Yoruba Language

Mr A : English Language

Emmanuel Agboola:

Mr 8 : Yoruba language

Mr 6 : Yoruba language of course

Community High School Idi-Araba:

Mr A : Yoruba language

Mr B: Yoruba language

Otamokun high school, Otamokun

Mr A: Yoruba

Mr B: Yoruba

4. What are the literacy your children are involved in at home? What are some of the reading and writing activities that take place in your home?

Answer:

Ogbomoso High School:

Mr B: Since I am not educated, I don't know about it, though, I do see them busy with their books at times.

Mr A: I don't know anything about their book.

Emmanuel Agboola:

Mr 8 : They read their books and do their assignments

Mr 6 : They have their personal time table they made use of at home. They read after school hour,

Weekends and during the holidays, under close monitoring.

Community High School Idi-Araba:

Mr A : Nothing

Mr B: I don't know because I go to my place of work and come back home very late.

Otamokun high school, Otamokun:

Mr A: They play around with their friends

Mr B: They used to write their notes

5. What are your efforts to assist your child/children in order to enable them perform well

in school? Do you help them with home work?

Answer:

Ogbomoso High School:

Mr B: I do tell them to read their books, I also do tell them to take their books to those who are educated around them to put them through.

Mr T: I tell them to read their books

Emmanuel Agboola:

Mr 8 : I do not know but I do encourage them to take their books to educated neighbours
Mr 6: I buy the required textbooks, I make sure they have no problem in their various schools.

I attend to them when they do their assignments, so as to come in if there is any problem.

Community High School Idi-Araba:

Mr B: I used to tell them to read

Mr A: I used to tell them to read, they should

Otamokun high school, Otamokun

Mr A: I cant force them, because their school is far and when they come back, there is no Electricity to study.

Mr B. They have to help in some domestic work after the school, and the stream where they will fetch water is very far.

6. Do you interact with your children? What are the topics you usually talk about?

Answers:

Ogbomoso High School:

Mr A: Yes, I do talk about any topic they show me

Mr B : No, because I am not educated.

Emmanuel Agboola:

Mr A:Yes, I like discussing with them about there future career

Mr B: Yes, Because through that I use to know what they are doing, abd what they are willing to

Become in life

Community High School Idi-Araba:

Mr 9: Yes, we interact on general topics

Mr 7: Yes, I interact with them and in all topics.

Otamokun high school, Otamokun

Mr 7: We only discuss general things at home

Mr 9: Yes, I interact with them on any topic brought to me

7. Do you expect your children to argue with you or to express their opinion while you are talking to them?

Answers :

Ogbomoso High School:

Mr A: I don't expect them to argue with me but always welcome their opinion while talking to them.

Mr B: No, I will not tolerate that but they can express their opinion in a polite way.

Emmanuel Agboola:

Mr A: Argue sha, never.

Mr B: I doubt if any of my children can do that with me

Community High School Idi-Araba:

Mr 9: No, I know they can't try that.

Mr 7: No, no sensible parent ever expect that.

Otamokun high school, Otamokun

Mr 7 : I never expected that

Mr 9: No, they have to express their opinion with due respect

8. What do you prefer as medium of instruction for the learners? While do you prefer it

Answers:

Ogbomoso High School:

Mr A: English language, the reason is that, it is the official language in Nigeria.

Mr B: English Language

Emmanuel Agboola:

Mr A: : English Language

Mr B: English language, the reason is that, it is the official language in Nigeria.

Community High School Idi-Araba:

Mr 9: English language because it helps their communication skills

Mr 7: English language, because it is the globally accepted language.

Otamokun high school, Otamokun

Mr 7 : English language , because, I want them to excel

Mr 9: English language because it will help them educationally

9. What do you think is the medium of instruction for the learners' academic achievements?

Answers:

Ogbomoso High School:

Mr A: English language

Mr B: English language

Emmanuel Agboola:

Mr A: English language

Mr B: English language

Community High School Idi-Araba:

Mr 9: English

Mr 7: English language

Otamokun high school, Otamokun

Mr 7 :English language

Mr 9: English language

10. What are your expectations about your child/children education in General?

Answers:

Ogbomoso High School:

Mr A: I expect them to Excel academically, morally and to be great in life.

Mr B: I want them to be great in life, I want them to make it in life and I want them to be

highly
Educated.

Emmanuel Agboola:

Mr A: I want them to make it.

Mr B: I want to see them achieve their desire.

Community High School Idi-Araba:

Mr 9: To make it in life

Mr 7: I want them to fulfil their dreams.

Otamokun high school, Otamokun:

Mr 7: I wanted them to make it greatly in life, so that they can help me out of this hardship.

Mr 9: To become in life, what my heart desire for them.

4.7.2 Findings from the results of the qualitative data

Below are the findings :-

- The urban learners performed above average while only a few learners performed close to average; while the majority performed extremely poorly.
- In urban schools, the learners were privileged to attend a preparatory class organised by the school, (during the preparatory class, learners were on their various seats to study alone with the guidance of their teachers), and at the same time, debates were organised to boost the standards of their marks in their subjects.
- Various programmes that could assist rural learners academically failed owing to the lack of amenities such as electricity in the classrooms for early and late class reading as well as a lack of libraries and a cyber café.
- The principals of the selected schools pointed out that the Ogo Oluwa local government was a rural area, while the Ogbomoso local government was in an urban area; from the previous experience, learners from the Ogbomoso local government area performed better in quizzes and debates than those from rural areas.
- According to the school principals interviewed, the imbalance in the academic performance of rural and urban learners was because to the following factors:
 - Human factors** - Teachers did not want to teach in rural schools; they preferred the urban schools and this brought about a lack of teachers in rural schools.
 - Environmental/ Capital factors** - Academic performance is improved by libraries, laboratories and the internet. All these facilities are not found in urban schools and the environment while they are totally absent in rural settings.
- During their focus group interviews, the selected teachers in the rural areas stated that teachers in the rural areas should be motivated by the governments by paying them an extra allowance.
 - Schools in the rural schools should be better staffed.
 - Amenities such as cyber cafés, internet access, laboratories and libraries should be provided in rural schools.

- Principals in the rural schools declared that it had not been easy to require self-reading for learners either in the morning or in the evening because of the long distances learners had to travel between the school and home.

4.8 SUMMARY

This chapter presented the research results that will be discussed in the next chapter in terms of the stated research questions.

CHAPTER FIVE CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Individuals should have an opportunity to engage in any field of interest that please them irrespective of their social, cultural or economic capital. Constructive protagonist theorists postulate that in educational settings, learners are rated in terms of their performance (Parsons 1961; Alexander 1985:7). Furthermore, it is improbable that the majority of children from lower social class homes will not perform well in secondary school certificate examinations.

Regardless of the evidence about the imbalance in our education system and the inability of the majority of children from poor socio-economic status to further their education to the university, there is a need for further research on the impact of the socio-economic status of parents on learners' academic situation. Among previous studies, there were studies on the incentives and difficulties pertaining to involvement in adult education. The aim of this study is to examine some of the factors responsible for the disparity that exists between the academic achievements of the rural and urban learners in South West Nigeria and make recommendations regarding what can be done to improve the academic performance of rural learners in South West Nigeria.

This research focuses on three main questions:

- To what extent do cultural, social and economic inequalities impact on the academic performance of rural and urban learners in south-western Nigeria?
- How do the parental views, values, attitudes, education levels, and ideologies affect the performance of rural and urban learners in south-western Nigeria?
- What can be done to improve the academic performance of rural learners in south- western Nigeria?

This study aimed to observe the factors that might be accountable for the differences that occur with regard to the educational attainment of learners in both urban and rural

environments in south-western Nigeria. They sought to make recommendations regarding what can be done to improve the academic performance of rural learners in south-western Nigeria? The objectives of this study are:

- To investigate the impact of cultural, social and economic inequalities of the educational implementation of learners in the rural as well as urban environments in south-western Nigeria.
- To determine how parental views, values, attitudes, education level, and ideologies affect the performance of rural and urban learners in south-western Nigeria.
- To determine what can be done to improve the academic performance of rural learners in south-western Nigeria.

5.1 SUMMARISED FINDINGS

According to the results of this research, we can see that the social, cultural and economic capital of parents is a powerful determinant with regard to motivating their children's education. In this research work, we can see that the social, cultural and economic status of parents has an impact on the educational attainment of learners.

The mixed-methods approach that entails combining both qualitative and quantitative approaches to accomplish the aims of the research was used.

5.2 DISCUSSIONS

The outcomes of this study have raised certain points for discussion that will be presented next. Firstly, according to Schmidt (2001:71), the socio-economic status of parents has an impact on the academic success of learners. This results could be explained by the analysis of the data collected from SS3 learners from the selected secondary schools in the Ogbomoso and Ogo Oluwa local government areas of the Oyo State Nigeria. Ogbu (1992:5) studied the results of learners who sat for the Scholastic Aptitude Tests (SAT) and the California Assessment Programme of Basic Skills. He concluded that the socio-

economic status of high-income learners helps their academic achievements. Vellymallay (2012:1) points out that learners from high-income groups enjoyed parental financial support in their studies.

Secondly, Thernstrom and Thernstrom (2003:271) suggest families should aid their children's education to their maximum capacity. There is a limit to what schools can do if learners play truant or are latecomers or if they are not ready to learn. Parents should assist their children with regard to their learning styles and make themselves available when needed by their children.

5.3 RECOMMENDATIONS

5.3.1 The inequality in the socio-economic status of the urban and the rural people is too extensive, poverty in the rural areas has affected situations in homes, schools and the entire learning situation. There is a need for the government to come to the aid of rural communities and assist them to find a solution out of their poverty-ridden situation so that the parents will be able to cater for their children's learning activities.

5.3.2 Facilities in the school such as classrooms, laboratory, and the internet also foster the learning process. Urban parents have more material and intellectual capacity resources to boost the academic morale of their children's education. Furthermore, urban parents can also improvise to ensure the success of their children's education, especially when the needed materials are not available. However, in the case of rural parents, the opposite was the case. Rural parents did not know how to help their children. Therefore, it is necessary for rural parents to be taught what to do at a particular point to help their children. Parents and learners should work closely with the school administration to be able to revamp conditions in rural schools, even if it involves using their physical strength and their money.

5.3.3 Cooperation between the two different settings in this study (namely, the rural and urban communities) is needed so that the existing academic gap between the two sets of learners (rural and urban) can be bridged. Teachers from the rural schools and their

learners can go on an excursion to the urban schools to observe how things are being done there and how they (rural learners and teachers) can do the same.

5.3.4 Each culture has its own beliefs, values, attitude, ethics, and customs that are acceptable and have become part of the people in that society. In addition, since culture has been found to have changed with modernisation, there is a need for the custodians of culture in rural areas to review their culture. Moreover, they need to identify those cultures that hinder the education of their children and possibly revise them for the sake of their children's education.

5.3.5 Since speaking, reading and writing in the English language has been one of the determinant factors concerning academic success, all the obstacles with regard to exposure to the language should be reviewed.

5.4 SUGGESTIONS FOR FURTHER STUDIES

Although, this research was conducted in the Ogbomoso South and the Ogo Oluwa local governments in the Oyo State in Nigeria, it has generated issues that are applicable to all urban and rural settings in other countries. Therefore, it is imperative that further studies are carried out in the highlighted areas below:

- An investigation into the necessary steps that must be taken regarding rural schools becoming independent and how best they can create an effective and conducive teaching and learning environment;
- A study that will identify ways in which urban people can help improve rural learners' performance with little or no cost; and
- A critical look into other factors that influence the academic achievements of the rural learners.

5.5 CONCLUDING COMMENTS

This chapter reiterated the research questions and the objectives of this study and summarises the findings with regard to the research problem. In addition, this chapter dealt with the points for professional discussions raised by the outcomes of this study, made recommendations and suggestions for future research. The results of this study showed that there is a wide gap between the academic performance of rural and urban learners. Therefore, there is a need to bridge the divide between the urban and rural learners because this gap has a crucial effect on the academic performance of rural learners.

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